

Study on the Status of Sports and Physical Education in Delhi Schools from a Gender Perspective

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Acknowledgement

The present research project entitled, "Study on the status of Sports and Physical Education from a Gender Perspective in Delhi Schools" has been carried out in co-education, single sex girls and single sex boys schools of Government, Government-Aided and Private Schools for analyzing the situation of physical education and sports in schools for girls and as well as for boys and to study if gender bias and gender stereotyping occurs in this area of school curriculum

I am grateful to Professor Usha Nayar, Head, Department of Women's Studies for her guidance and support in carrying out this study

My thanks are due to the Directorate of Education, Delhi and NDMC Education, New Delhi for giving me their kind consent to carry out the present study in the selected schools coming under their jurisdiction. I like to express my sincere thanks to those Head Teachers, Teachers and Students who helped me in providing me the information and their perceptions

My sincere thanks are also due to my colleagues and friends in the Department of Women's Studies who provided me the moral support during difficult times

Sushma Jaireth

Sports Women: Record Holders in India

	<i>Games/Events</i>	<i>Names</i>
1	Golf	Sita Rawley, Champika Nanda, Daavin Vohra Johal
2	Bridge	Kiran Nadar
3	Chess	G M Bhagyashree, Jayashree, S Vijayalakshmi, Anupama Gokhale, Nisha Mohota
4	Swimming	Bula Choudhary, Nafisa Ali, Anita Sood, Rupali Repale
5	Rifle Shooting	Soma Dutt, Bhuvaneshwari
6	Cricket	Shanta Rangaswami, Diana Eduljee, Poornima Rao
7	Athletics	P T Usha, Kamaljit Sandhu, Shiny Abraham, Ashwini Nacchappa, K Saramma, Geeta Zutshi
8	Weightlifting	Kunjurani Devi, Karnam Malleswari, Bharati Shah, N Lakshmi
9	Badminton	Ami Ghia, Amceta Modi
10	Tennis	Nirupama Mankad
11	Hockey	Kumari Ann Lunadel
12	Table Tennis	Salaja Salukhe, Sayeed Sultana, Vyoma Shah, Indu Puri
13	Squash	Bhubaneswari Kumar, Honey Sharma

Source: Beyond the Threshold Indian Women on the Move, B R Publishing Corporation, Delhi, p 333

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Section-I

- Excerpts from the National Curriculum for School Education
- Excerpts from the National Policy on Education 1986 and its Programme of Action 1992



Excerpts from the National Curriculum* for School Education

Physical education has to concentrate on developing health, strength and fitness of the body. Games and sports have to find a prominent place in the total scheme of things. Emphasis should be on acquisition of adequate neuro-muscular coordination commensurate with the developmental stage of the learners. Yoga and meditation can be very well-organised under the regular school schedule to help children acquire concentration and relaxation. Other important activities concerning the area of health and physical education include Scouting and Guiding, NCC, and Red-Cross which can help in cultivation of such basic qualities as endurance, courage, decision-making, resourcefulness, respect for others, truthfulness, faithfulness, loyalty to duty, and concern for the common good. Students' involvement in these activities would constructively channelise their energies and also promote and integrate learning in different curricular areas directly or indirectly. This would promote the latent curriculum of an institution. With a view to promoting healthful living and solving major health problems of the country, the general education of first ten years must help develop a system which promotes an integral development of body, mind and spirit. Health and physical education including games and sports should be considered an integral part of the learning process and be included in the evaluation of performance.

* National Curriculum for School Education, NCERT, November 2000, Section 2, Sub-section 2.9, pages 73-75 and Sub-section 3.9, pg. 93

At upper primary stage keeping in view the characteristic physical growth, neuro-muscular coordination and social development, the learners may be exposed to vigorous developmental and rhythmic exercises, gymnastics, athletics, aquatics, judo, yoga, drill and marching, scouting and guiding camping and various team games and competitions. These options may be made available subject to the facilities available and the learners preferences. Exercises of breath and yoga should receive special attention.

Physical education should include more vigorous activities of various sorts including athletics, major games including indigenous games, gymnastics, yogic exercises, meditation, combatives, judo and swimming. The NCC, scouting and guiding and social service should be encouraged in addition to the compulsory programmes of physical education.

At every stage and in every stream of schooling, opportunities for regular physical training and activities must be provided for physical fitness. However, for the students of vocational courses, the exercises and activities involving less of physical strain will be more suited because these students have to undertake strenuous physical activity in their practical work and on the job training in the regular vocational courses. Keeping this in view, physical activities like yoga, meditation, and light exercises involving posture change, and relaxation may be recommended.

Introduction of Yoga in Schools

A centrally sponsored scheme for introduction of yoga in schools was launched in 1989-90. The scheme provides central assistance for expenditure on training of teachers, building of infrastructure i.e. hostel

building for yoga trainees and its furnishing grant and upgrading of library facilities. This scheme was implemented through the education/concerned departments of the States/UTs/NGOs. The implementation of the scheme was not satisfactory. The result was that not much headway could be made in introducing yoga in schools. The Ministry of Finance recommended that the scheme be phased out as it had outlived its utility. Efforts were made to introduce yoga as a subject in the school curriculum. Yoga has been given its due place in the new Curriculum Framework brought out by NCERT.

Excerpts from the National Policy on Education 1986 and its Programme of Action revised in 1992

Given below is the policy statement of the National Policy on Education* (NPE) 1986 and its Programme of Action** (POA) revised in 1992

I. The Present Situation

- (1) At present, adequate participation and satisfactory performance in sports and physical education is not considered a necessary condition for promotion to the next higher class as in the case of other subjects
- (2) The 'National Curriculum for Primary and Secondary Education—A Framework' prepared by N.C.E.R.T. in December 1985, suggests the following allocation of time in school education for physical and health education

(a) Lower Primary Stage	(Classes I-V)	10%
(b) Upper Primary Stage	(Classes VI-VIII)	10%
(c) Secondary Stage	(Classes IX and X)	8%

At the senior secondary stage the scheme of studies prescribed by the CBSE is quite flexible so that the students can select their subjects leaving out the elective subject of physical education altogether

* National Policy on Education 1986, Department of Education, MHRD, Government of India

** Programme of Action 1992, Department of Education, MHRD, Government of India

- (3) The only reliable data about play fields and equipment at the school level are set forth in the Fourth All India Educational Survey conducted by the NCERT with 30th September 1978 as the reference date. The findings of the Survey are as following

(a) *Availability of Play fields*

Lower Primary Schools	46.54%
Upper Primary Schools	66.09%
High and Higher Secondary Schools	83.41%

(b) *Games and Sports Equipment*

Lower Primary Schools	15.42%
Upper Primary Schools	64.91%
Higher and Higher Secondary Schools	92.89%

According to the main findings of this survey published by NCERT in 1998, there are about 54% schools in the country which have playground facility. In 37% schools children do not participate in games after school hours while in rest of the schools participation of children after school hours varies from 10% to more than 50%. The data indicates that sports and physical education have not been given due priority by school authorities.

- (4) In the area of involvement of youth in national and social development, sports and games etc., particularly through educational institutions, the National Service Scheme already involves about 7 lakh students in its programmes of social service and that over a million students are enrolled under the National Cadet Corps at the stages of higher secondary and higher education, with about 4 lakhs out of these being at the later stage.

- (5) Yoga is being taught in 366 Kendriya Vidyalayas out of the total number of 540 spread all over the country as an independent subject on an experimental basis since the academic year 1981-82. Yoga is also taught in the schools in Delhi Administration. Information regarding states is not available.

II. Identification of Key Areas in the National Policy on Education

- (6) Two key areas stand out, namely, (i) integration of sports and physical education in the learning process and evaluation of performance and (ii) involvement of youth in national and social development and sports and games etc., particularly through educational institutions at the level of higher learning.

III. The Programme

- (7) The following broad programme of action needs to be implemented -

Curriculum

- (i) At the lower primary stage, considering the age of children, there is need for considerable physical activity even while they are in school. This need not necessarily involve use of sports equipment. At this level, physical education and games should be only in the form of participation/activities and not in the form of textual reading/learning materials. A minimum of ten periods a week should be devoted for physical education and sports.
- (ii) At the upper primary stage, while participation in activities relating to physical education and sports should be the main theme, some elements of textual materials could be introduced also. A minimum of one period a day should be devoted for physical education and sports at this stage.
- (iii) At the secondary level again, one period a day should be devoted to physical education and games.

- (iv) At the senior secondary level, some limited opportunities become available to students to take part in activities such as NCC and more available open spaces made available for sports and physical education activities

Teachers

- (a) Training in physical education should be made part of the curriculum of teacher training institutions at the elementary level (primary and upper primary) as also in the teacher training colleges
- (b) At least, one teacher in each primary and upper primary school should be exposed to an orientation course in physical education in a phased manner during the vacations . ,

Yoga

Efforts should be made to gradually provide instruction in Yoga at all stages of education up to the higher secondary stage

Yoga should be introduced in the Teacher Training Courses at different levels Further, for providing in service training to the existing teachers, well-known institutions in the country should be identified and the teachers provided with training of adequate duration Having regard to the nature of yoga, the process will have to be slow and no time limit can be laid down

Sports

Action in following areas will be necessary to implement the policy objectives of the NPE, 1986

- (i) In deciding the curriculum load the need to allocate sufficient time to sports and physical education which the NPE, 1986 holds as an integral part of the learning process, should be kept in mind
- (ii) Physical Education and Yoga should be introduced for atleast 45 minutes per day, preferably just after assembly
- (iii) Approved games should be included in the school time-table for atleast two periods in a week
- (iv) Special incentives will need to be given to students who perform well in sports and games
- (v) Special incentives may be considered for subject teachers who perform extra duty in conducting classes in Physical Education, Yoga, Sports and Games
- (vi) The basic equipment, such as Footballs and Volleyballs, may be provided to each school. Similarly, some amount of contingency may be provided to each school
- (vii) A scheme for the creation and improvement of play-grounds should be taken up on a phased basis under JRY and NRY
- (viii) An intensive and extensive programme of teachers training to equip all subject teachers with the necessary skills to impart

training in Physical Education, Games and Yoga will be necessary

- (ix) The present programme to train and recruit Physical Education teachers for high schools should be expanded
- (x) New schools may be established/recognised only if playgrounds are available
- (xi) A comprehensive system of Inter-school tournaments and championships in select disciplines should be introduced over a period of time. This system should culminate in a National School Championship
- (xii) Special cash awards to winning schools and a special system of incentives for successful athletes also needs to be introduced

For private schools and colleges, special scheme to encourage investment in sports infrastructure may be introduced by providing income tax benefits to any investment or endowment made for sports, or sports promotion. The Ministry of Finance would be approached in this regard.

Special incentives for girls, Scheduled Castes, Scheduled Tribes should also be evolved to ensure that the participation remains proportional to their population.

Section-II

- Introduction and Background
 - Introduction
 - Women's Sports: An Overview
 - Women's Sports in India
- Review of Literature

Introduction and Background

Introduction

"Within the sound body lives the sound mind" is a well known proverb also very relevant in the context of school curriculum. According to the National Curricular Framework* for Elementary and Secondary Education, sports and physical education should form an integral part of the learning process and be included in the evaluation of performance. Since time immemorial it has been manifested from various experiences, available facts and records of researches that sports and physical education in fact help in attaining good health and fitness and form an important place in the physical, mental and emotional well being of the individual. Sports and physical education besides building harmonious development of body and mind help in the cultivation of qualities such as team spirit, interpersonal skills, courage, sportsmanship, and perseverance, and inculcate human values such as concern for people and peers well being of the community and patriotism.

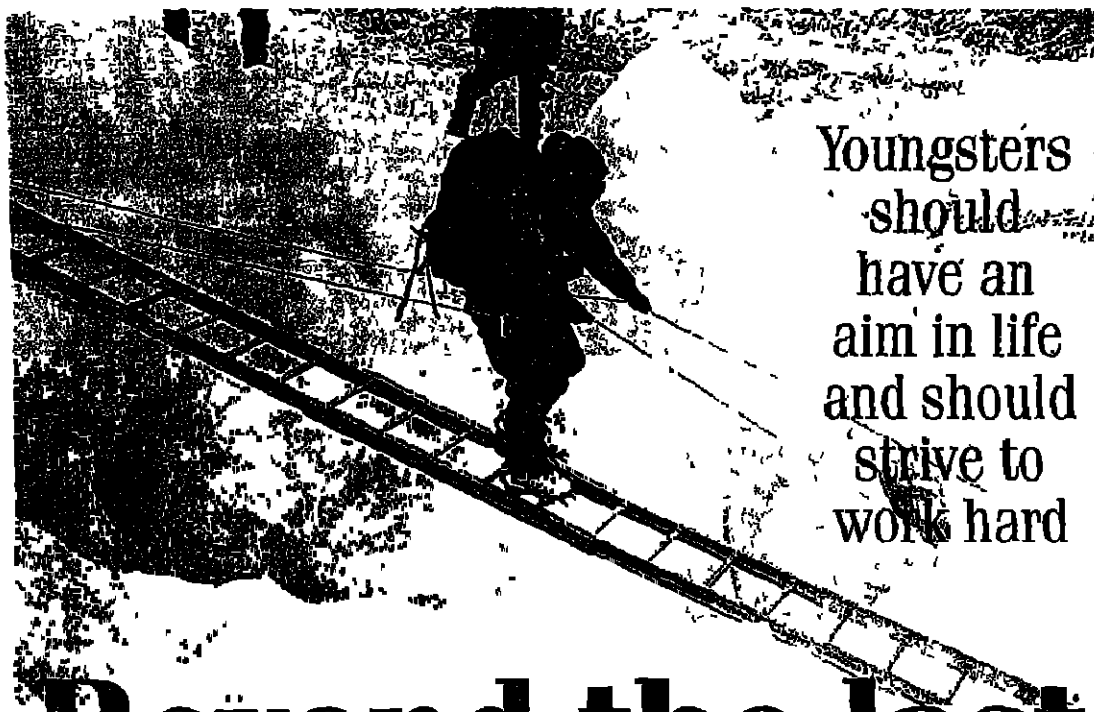
Physical Education as a discipline and as a part and parcel of the curriculum actually involves instructions in physical exercises and games especially in schools which promotes bodily fitness and strength. The word physical has been derived via the medieval Latin '*physicahs*' which in turn originates from the Latin '*physica*' meaning PHYSIC.

* National Curriculum for Elementary and Secondary Education—A Framework, N C E R T, 1988.

The word 'sport' involves games or competitive activities leading to physical exertion. The word sport has been derived from and as well as is a shortened version of the medieval English 'Desport' which in turn got originated from the Latin '*disporto*' meaning carry away. Sport also means amusement and entertainment. It brings recreation, relaxation and refreshment of the body and the mind of an individual who practises the sports.

There are three kinds of sports which are generally popular such as (1) Indoor sports, (2) Outdoor sports, and (3) Adventurous sports.

- (1) **Indoor sports.** The indoor sports are played inside a building or under cover. The following is the list of some of the indoor sports which are popular viz, Caromboard, Ludo, Lego, Bowling, Table Tennis, Chinese Checker, Braino, Mechano, Trade, Cards, Tambola, Scrabble and Chess etc.
- (2) **Outdoor Sports.** Outdoor sports are undertaken in the open air outside a building in the playgrounds. Following is the list of outdoor sports which are generally popular: Swimming, Athletics, Weight Lifting, Kabaddi, Kho-Kho, Lawn Tennis, Cricket, Hockey, Football, Volleyball, Baseball, Basketball, Soccer, Wrestling, Judo, Karate, Taiqwondo, Badminton, Boxing, and Squash etc.
- (3) **Adventurous Sports.** Adventurous sports are played for adventure sake. These kinds of sports have an element of risk involved in them so whosoever undertakes and experiences these sports has to be venturesome and enterprising. Following is the list of some of the most common and popular adventurous sports such as River Rafting, Camel Safari, Bull Fight, Boating, Serfing Skung, Skating, Trecking, Climbing Mountaineering, Horse Race, Car Race, Cycling, Motorcycle Race, and Water Polo etc.



Youngsters
should
have an
aim in life
and should
strive to
work hard

Beyond the last blue mountain



Education

The curtains came down on the Olympic Games where excellence of the human body is tested. Unfortunately the largest democracy in the world figured in the lag end of the medals tally with a measly bronze won through individual efforts. We explore what it takes to excel in sports.

By Usha Albuquerque

Ronaldo, Suher and Batistuta have become household names thanks to the football World Cup. Wimbledon and cricket test matches always create excitement, making players test to national celebrities. Most open grounds and even streets have people playing games. But why do much few sports persons make it in international events?

Now more money has come into sports in the form of sponsorships, scholarships, prize money, contracts, endorsements and revenue from TV telecasts and awards. So those with the flair are seriously considering sports as a career. While there is still competition, the returns are great for deserving sports persons. Sports that enable them to earn a living are few. Men's events are more prestigious than women's. Notwithstanding the disparities, sports persons have arrived and those determined can look forward to a fulfilling lining.

A sports person can be a player, an umpire, coach, physical education teacher, administrator or sports official. As the players' careers are around middle age, many

Be a good sport

long diet, suitable sportswear and gear and general psychological security. The schemes include the National Sports Talent Contest (NSTC) for school children between nine and 12, endowed with natural motor qualities, physical growth and a special talent in any of the 10 identified Olympic disciplines: athletics, badminton, basketball, gymnastics, hockey, swimming, table tennis, football, volleyball and wrestling.

Those selected are admitted into 56 schools adopted by SAI for education and sports training. SAI makes essential and incidental expenses. The schools are provided with financial assistance for creating, maintaining and improving sports facilities and for appointing a coach for each discipline.

Regular evaluation of the student's sports performance is conducted and the inept are weeded out. There are other schemes such as the Sports House Scheme and the Boys Sports Companies in the Army that provide coaching, training and nutritional support to talented youngsters.

The innovative Special Area Games (SAG) Scheme spots talent among regional populations known for positive genetics, physical and geographical traits that could be used to advantage in specific events. Selected candidates are then admitted to various SAG centres for training. The sports identified under this scheme include — archery, shooting, athletics, water sports, gymnastics, contact sports (judo, boxing, wrestling), football, cycling, hockey, fencing, and high performance projects like volleyball, basketball, badminton, tennis, table tennis, table hockey, and badminton.

SAI has also set up six regional training centres that meet international standards. Besides various federations and sports associations offer additional advantages. Some associations have instituted special academies, which are sponsored by private firms. As in the case of the Tennis Association, sports persons of high calibre are chosen to become members.

Privately sponsored but State administered tennis and cricket associations, and private coaching clubs also provide training to promising youngsters. Britannia has set up a training foundation with the Amritkul brothers to train tennis players. Laxmi Puri is a product of the Britannia Amritkul Tennis Foundation (BATT). Tata Football Academy products have made a mark in leagues such as Mohan Bagan and East Bengal.

The MRF Pace Foundation trains young cricketers in fast bowling. Coaches and administrators need to have expertise and an ability to get the best from players under the National Coaching Scheme (NCS). Trained coaches are made available for SAI athletes and officials.

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Pallava conducts diploma courses in different sports disciplines, physical education, sports science and sports management. National College of Physical Education at Gwalior and at Tirunelveli offer bachelor's and master's courses and research projects.

Trained coaches are in demand in state and central schools, colleges and universities. Although there are 140 schools and around 10,000 students, only a few thousand are trained.

National and state organisations require administrative training for sports officials. They are professionals with a career path.

The future of players is a money coming in which covers facilities, and from corporate, public sector companies and sponsoring agencies. It is a structural talent.

However, at present it is a money coming in which covers facilities, and from corporate, public sector companies and sponsoring agencies. It is a structural talent.

Players of other sports are a public sector companies and sponsoring agencies. It is a structural talent.

The Department of Youth Welfare, Ministry of Health, has instituted a scholarship of secondary school level selected for six to eight national levels. Sports officials are those who do well in sports.

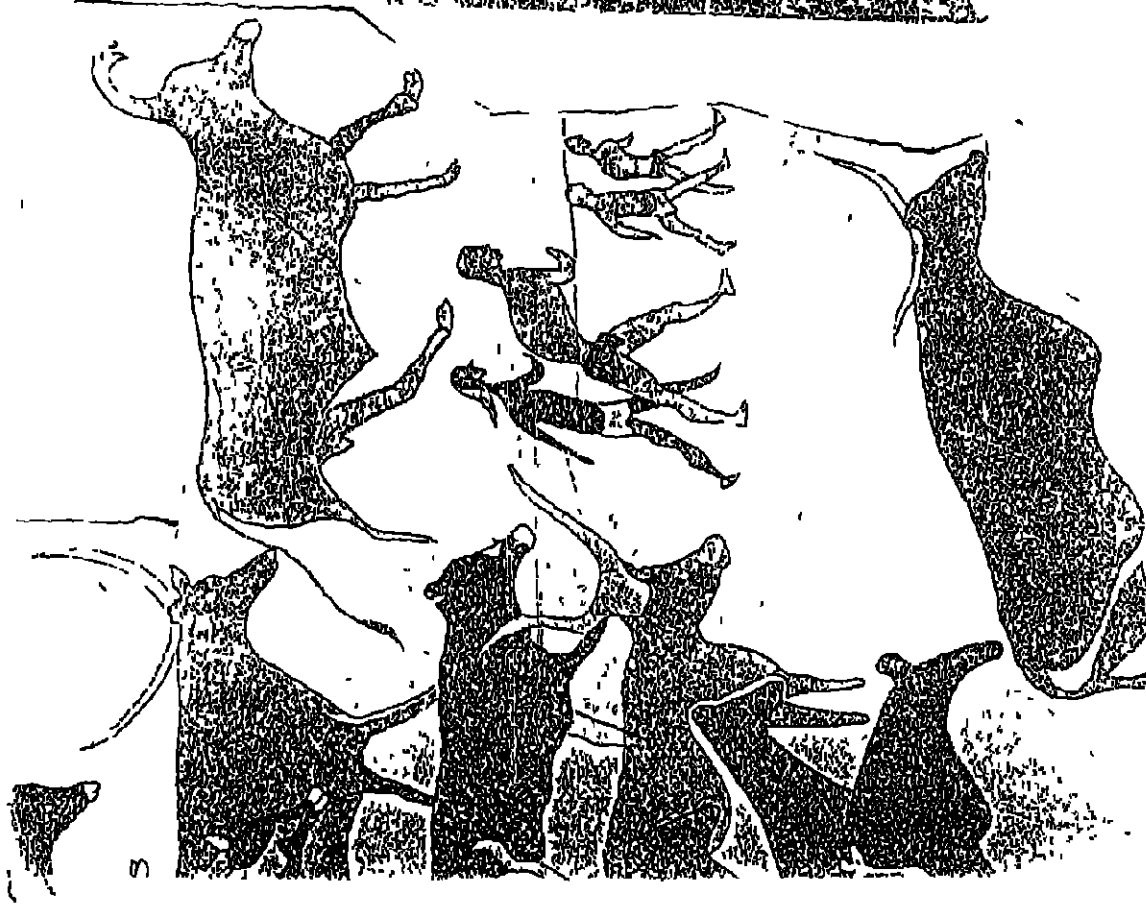
Sports persons are those who do well in sports.

Women's Sports: An Overview

It is a well known fact that in the olden days during an early stage of civilization women were the equal partners with men in helping in the activities like hunting, gathering and preparation of food and clothing. There was not much difference in the muscular development of the two sexes in those early days of human evolution. This was a society with nomadic and a primate life style. In due course of human civilization as the societies stopped migrating and started inhabiting the same locality throughout life, women started to sit back and occupied place in their homes. Although women helped in the physical labour which involved early farming, more time was spent in looking after children, in preparing food and in rearing domestic animals. Thus in the race of civilization women slowly got left behind in the race of development of sports and organised games.

The story of sports is men dominated. It begins its account with the first Ancient Olympic games which started in 720 B.C. in Greece and only men were the participants and the spectators. Women were not allowed to even be the spectators. Women thus started their own games known as 'heraein' which took place every four years but not in the same year as that of Olympics. During the Medieval era, there were war games which made it impossible for women to participate as they involved heavy armour. Women engaged themselves only in horse riding or hunting. Women were generally considered weak and fair sex for centuries and that is how the arena of sports remained with men for a long long time. It was always thought that with sports and physical exertion women will lose their femininity, delicate posture and grace and look like masculine thus the conservative mindset kept them away from the pleasures of sports generally played by men.

Activities of Primate Life: Early Humans



Early Humans Working together for Survival



Women's entry into modern Olympics started in 1900 with a limited participation in certain selective games. Women's participation and the expansion of sports activities continued to grow over the years. Since the sports of men and women and also their sports organisations were controlled by men only, so women's sports suffered as these moved with a slow pace along with gender discrimination and gender stereotyping. Women's sports have developed to a greater extent mainly in Pacific countries like Australia and New Zealand.

Women's Sports in India

Though girls and women constitute almost 50% of the population but the number of women in sports is very less as compared to the number of men in sports. Women sports did not get the attention of the parents, community and even the women themselves. Media also always had helped and covered men's sports. Socialisation practices have generally inhibited girls and women from participating in games and other outdoor activities. Social norms like purdah, early marriage, puberty and dress codes have always kept girls and women deprived of physical activities. The fear of losing femininity, westernisation, unisex looks and the parents' attitude have generally induced inhibition among girls to restrain themselves from participating in the physical activity programmes. But over the years with greater awareness, women's education, the voices of the women activists, researches in women's studies and media have raised a general alertness awareness amongst the masses for gender issues in different areas.

The inheritance of equality between sexes through the Constitution of India; equal property rights of sons and daughters through Hindu Code Bill and other legal measures, undifferentiated curricula for girls and boys through Hansa Mehta Committee (1962-64) with the recommendations of National Policy on Education 1968 and Committee

on Status of Women (1971-74), education to play the positive interventionist role in bringing equality between sexes and women's empowerment through National Policy on Education 1986 and its Programme of Action revised in 1992, and various other development schemes and policies of the Government have brought change in the mindset of the people and the society towards enhancing the status of girls and women. Now the change is very visible particularly in the urban settings. The urban middle class girls are exceptionally doing well in different walks of life. But the urban rural gap is bothering the planners and the policy makers. The sports scenario for girls, though, is changing too but still the biological differentiation causes hinderance in the way to progress due to societal attitude and thus a lot needs to be done in this direction. National Plan of Physical Education and Recreation, therefore, is a step in favour of sports and physical education in the educational institutions both for girls as well as for boys.

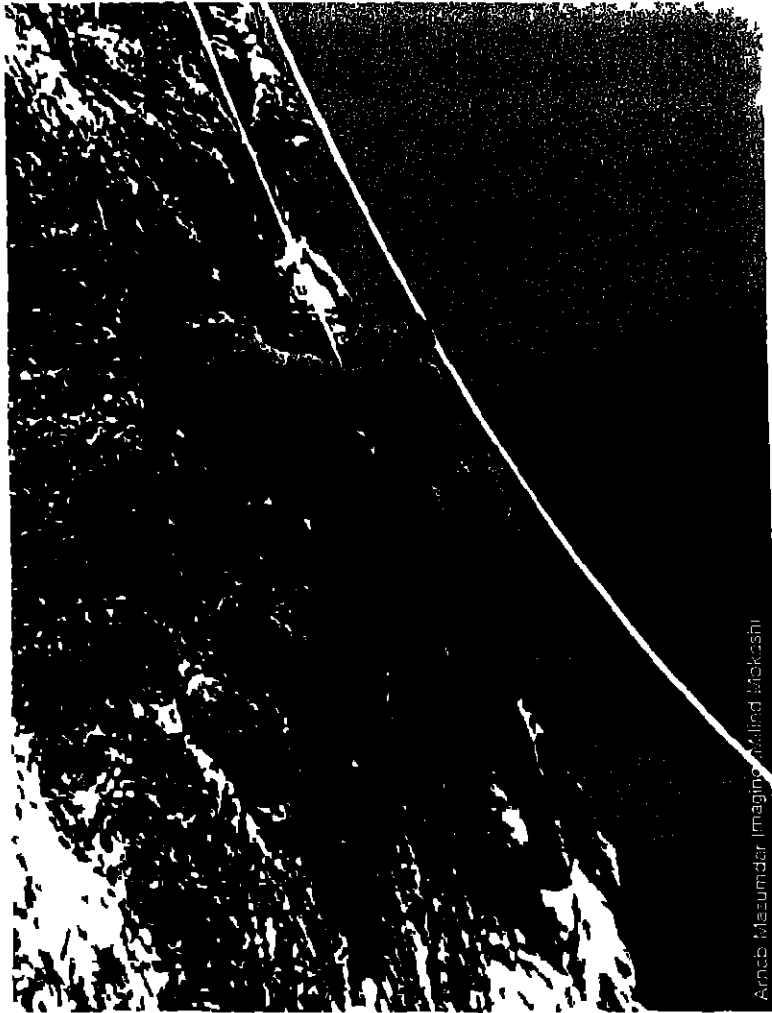
Indian women participated in the international athletics for the first time in Helsinki Olympics in 1952. The Indian women's hockey teams participated in the international events in U.K. and Australia in 1953-54 and in 1956 respectively. Asian Hockey Championship was won by the Indian women's team. Indian women have shown their talent whenever the opportunity came through. Headlines were made in the international news arena when Sayeeda Sultan, a young Indian girl was selected as the world's table tennis champion in Vienna. India's track sensation P.T. Usha was the first Indian woman to enter the final Heat in Olympics in 1984 at Los Angeles in 400 metres hurdles. Karnam Malleswari won Gold Medal in the world weightlifting championship and a bronze medal in the Sydney Olympics held in year 2000. Indian women's participation and achievements have continuously been growing.

in the field of sports International Year of Women in 1975 with the theme of 'Equality, Development, Peace' in 1975 besides promoting gender equality also brought some visible changes in reducing gender gaps in the field of sports As a result, National Sports Festival for Women since then is celebrated every year The first such festival was organised from November 19-22 in 1975 in Delhi Sporting talent search scheme at All India level helped in promoting sports among girls and opportunity to get the training in athletics from the distinguished national and international trainers was provided to the talented young girls and thus women's sports got noticed and started receiving due attention

According to India's National Sports Policy participation of women and girls in sports and games is to be encouraged Stress is to be laid on the identification of sports talent among women, and provision made for sports scholarships, coaching and nourishment support for promising girls with a view to improve the standards of their performance in competitive games Besides the schemes for encouraging traditional folk, tribal and hill arts and cultural activities, physical education programmes such as scouting, guiding, camping, N C C etc are to be expanded and strengthened which help in cultivating qualities such as endurance, team work, decision making, resourcefulness, work ethics and social skills In the Policy it is further mentioned that due stress should also be given to indigenous traditional games Particular mention is also needed to be given to yoga in the physical education programmes organised within schools at all levels Policy also explains that yoga helps in enhancing the integrated development of body and mind It is indeed significant to provide facilities in schools for vigorous developmental

exercises, gymnastics, athletics, swimming, judo karate and other such adventurous games for students which will channelise their energies towards right direction. Sports and physical education inculcate values such as self respect, dignity, tolerance, national spirit and sportsman spirit etc. Girls and boys should be given due opportunities at all levels of school for sports and physical education for bringing in them the feeling of togetherness, equality, and empowerment and a spirit of true friendship. Special significance has also been given to women's education in the country's planned development. Accordingly the educational facilities continued to expand in the subsequent plans and physical education encompassed amongst the major schemes undertaken by the government.

In spite of many efforts by the government and the sports organisations the participation and achievement level of girls and women in sports and physical activities has always been generally low as compared to their men counterparts at the national and at the international level. In order to enhance the participation and to strengthen the quality of sports and physical education amongst girls and women it becomes pertinent that an organised and well planned effort from a gender perspective should be carried out by the school authorities right from the beginning of school education and at an early age and stage of school career of girls and boys. An attempt should be made to practise gender equity in the area of sports and physical education in school education so that gender bias and gender stereotyping in the mindset of the students, parents and the school practitioners and existing in the present situation in school curriculum may be eliminated.



mind's eye

The present study has been undertaken to make a humble attempt to evaluate the existing situation of sports and physical education in Delhi schools from the view point of gender. In this study it has been tried to analyse the status of existing facilities in sports and physical activities in some selective Delhi schools. Analysis has also been carried out of the various reasons which have been responsible in obstructing the smooth progress of sports and physical activities of girls and women in comparison to that of boys and men counterparts. During this study gender perceptions of sports and yoga teachers, and of students, both girls and boys, have been taken into account for purpose of analysis and interpretation leading to salient findings of the study.

Review of Literature

No study as such has been reported in India which looks at physical education and sports in schools from a gender perspective. However, there are few studies available which have been carried out in India to assess physical education and sports from different perspectives. These studies focus on the level of fitness, organisational climate, personality correlates and psychological and sociological characteristics of sports persons. However, the findings of such studies have limited impact in promoting in the schools physical education and sports free of gender bias and gender stereotyping. The findings of following few studies which have been reported as follows do provide certain information on physical education and sports at school level but do not highlight gender concerns.

- *A comparative study of self concept, adjustment and creative thinking of sports and non-sports school girls of Himachal Pradesh* by Aruna Kumari (1988) Ph D thesis, Education, Punjab University. The findings of the above study indicate that the sports girls belonging to both rural and urban areas were better in physical, social and temperamental self-concept in comparison to the non-sports girls, while the non-sports girls were better in education and intellectual self-concept than the sports girls. The study does not throw light on the gender aspects of sports and physical education.
- *A comparative study of sports women and non-sports women in selected psychological and sociological variables* by Kiran Sandhu (1988) Ph D thesis, Education, Jamia Millia Islamia. The findings

of the study showed that the sportswomen were found to be more tough-minded, group dependent and less submissive, shy and sober as compared to non-sports women. The study is useful in determining socio-psychological traits amongst sports and non-sportswomen but does not highlight any feature helping to attain the objective in the present study.

- *Assessment of physical fitness of high school girls of Punjab by Daljit Kaur (1990) Ph.D thesis, Education, Punjab University* The main objective of the study was to prepare norms of physical fitness. The study found that rural and urban girls differ significantly in their physical fitness. The norms reports may serve as information for physical education teachers but do not provide much information on sports and physical education in schools from the viewpoint of gender bias and gender stereotyping.
- *A study of preadolescent players in relation to their motor fitness, intelligence and emotional stability by Narinder Kaur (1991) Ph D thesis, Education, Punjab University* The investigator in the above study investigated the performance of male and female adolescent players in relation to their motor fitness, intelligence and emotional stability. The findings of the study showed that girls of the 9 and 12 year groups have performed better than the boys in standing broad jump and squat throw. Sex and intelligence had an interaction effect on side-stepping standing broad jump and modified pull-ups. Among the 12 year old intelligence and emotional stability did not have any interaction effect on the issues of male and female adolescents as related to sports but does not clearly touch upon the gender bias and gender stereotyping existing in the area of physical education and sports in schools.

- *A comparative study of kho-kho and basketball woman players at inter-district and interstate level in their motor abilities intelligence and personality traits* by Parveen (1991) Ph D thesis, Education, Punjab University The study found that the basketball players were more mature emotionally, were practical, group dependent, relaxed and had better muscular strength than the kho-kho players but had lesser speed Two groups were not found to differ significantly on their assertiveness, shrewdness and discipline Although the study does highlight traits in the players from different sports but throws no light on the gender issues related to physical education and sports in girls and boys at school stage
- *Consequences of participation pattern in physical activity* by David Kirk and Founn Macdonald (1995) A study presented in the conference on *Challenging perspectives on girls, and boys participation in physical education*, Department of Human Movement Studies The University of Queensland, St. Lucia, Australia According to the study the different ways in which girls and boys relate to physical activity has consequences for their immediate and long term physical, social and emotional health Students may be disadvantaged if they do not develop sound ways of understanding the influences on their self image and life-style choices. The study does investigate the gender perspective on certain aspects of physical education
- *Possible primary and secondary effects*, a research study released by the Australian Sports Commission (1995) presented in the conference on "Active Girls Campaign the consequences of girls

and boys participation in Physical Activity" has revealed that there are more unfit and obese girls than there are unfit and obese boys. Girls in general have lower self esteem and more negative self concepts than boys. Women and girls who are involved in physical activity have a higher level of self esteem than women and girls. Girls tend to underestimate their performance even if they have performed equally well as boys. Lack of opportunity, skill and time pressure girls out of physical activity.

- *Sixth All India Educational Survey, NCERT, 1998* According to the main findings of this survey published by NCERT, there are about 54% schools in the country which have playground facility. In 37% schools children do not participate in games after school hours while in rest of the schools participation of children after school hours varies from 10% to more than 50%. The data indicates that sports and physical education have not been given due priority by school authorities.

Race and gender differences in sources of students' self-schemata for sport and physical activities LOUIS HARRISO, AMELLA M LEE & DON BELCHER, *Race Ethnicity and Education*, 2(2), 1999, pp 219-234

The most recent United States Surgeon General's report underscores the need for increased levels of regular physical activity in the US population in general, and in minorities and women in particular. Insight into variations in participation patterns in particular sports and physical activities may provide insight into the differing activity levels in women and minorities. Recent research, utilising self-schemata conceptual framework indicates that particular physical activities are viewed as self-defining for race and gender groups. This study

investigated the sources of self-schemata and whether these sources vary by race and gender. Questionnaire data and subsequent factor analyses revealed four stable factors: TV/modelling, expectations, parental influence, and effort. Multivariate analyses of these factors revealed gender and racial differences. Understanding the dynamics of self-schemata development and the influences of race and gender holds potential for improving general health, teacher education programs and pedagogical practices for meaningful intervention.

Gender differences in children's conceptions of competence and motivation in physical education. AMELIA, M. LEE, KAREN FREDENBURG, DON BELCHER & NANCY CLEVELAND, *Sport, Education and Society*, 4(2), 1999, pp. 161-174.

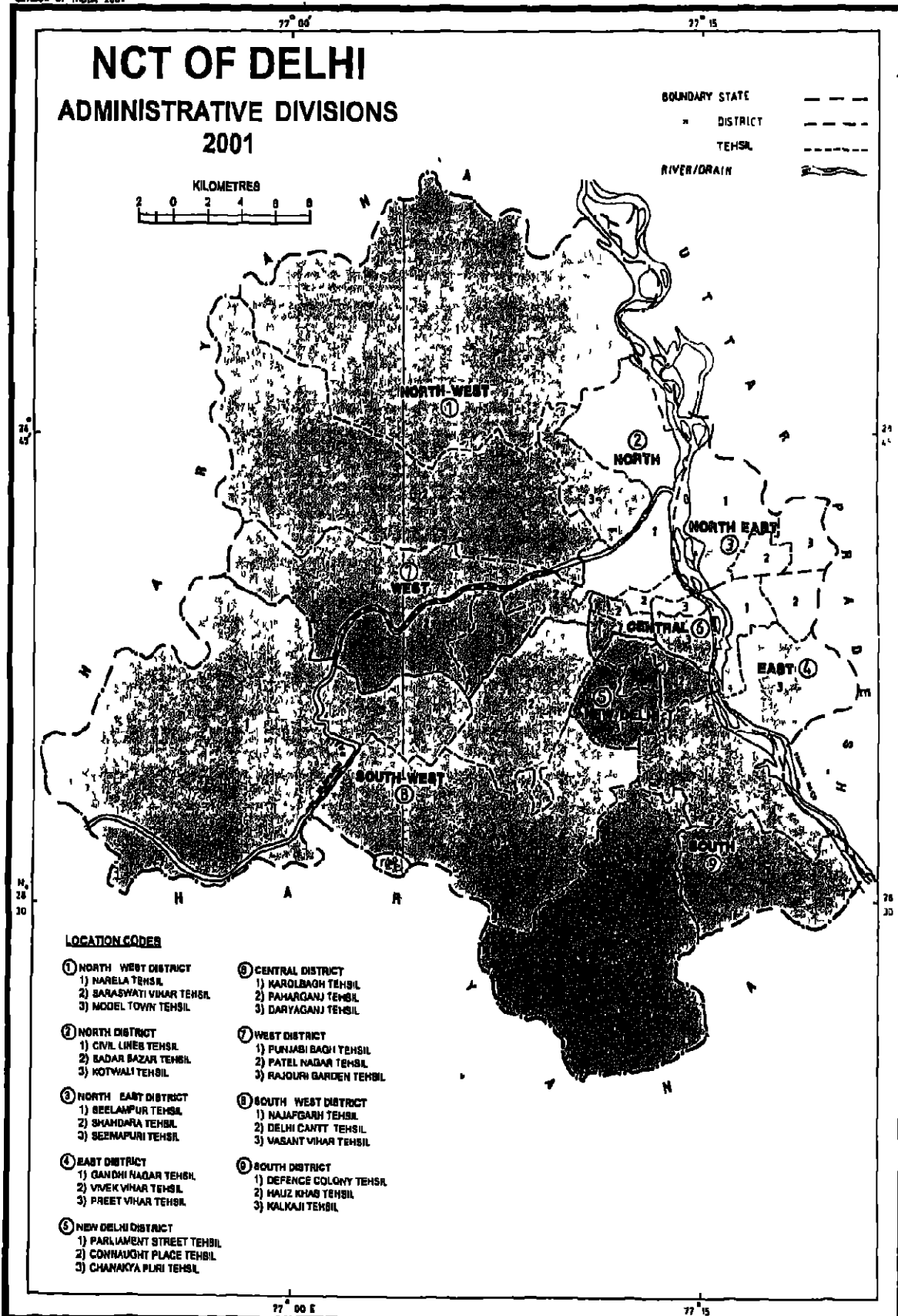
This study investigated the competence perceptions and motivational beliefs of 50 physical education students who had adopted stereotypical perceptions of two gender-oriented physical activities, dance and basketball. Specifically, the research asked students to explain why basketball is sometimes viewed as more appropriate for boys and dance is viewed as more appropriate for girls. The research also aimed to understand why students think they will not be as skilled and why many seem not to try in activities not viewed as gender appropriate. Participants were 50 fifth graders who had personally adopted stereotypical perceptions regarding appropriateness of basketball and dance for male and female participation. A standardised open-ended interview technique was utilised to ascertain what mediated student viewpoints about competence and motivation and how children viewed and assessed teacher motivational practice. Results indicated that competence and motivational beliefs of students with well-established sex-role conceptions are driven by a sense of gender appropriateness.

- **Section-III**

- **National Capital Territory of Delhi:
Figures at a Glance**

MAP 1

CENSUS OF INDIA 2001



Based upon Survey of India map with the permission of the Surveyor General of India

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National Capital Territory of Delhi*: Figures At a Glance

Delhi for now identified as the National Capital Territory of Delhi (NCT) is bound on the north-west and south by Haryana and in the east by Uttar Pradesh. Delhi earlier was a single district union territory. Later on the administrative set up of Delhi got changed significantly and NCT of Delhi now is comprised of nine districts and twenty seven tehsils. There are three statutory towns namely New Delhi Municipal Council (NDMC), Delhi Cantonment and Municipal Corporation of Delhi (MCD) and 59 Census Towns. The rural areas in Delhi comprise of 165 villages.

Table-1

Population (in absolute numbers)

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
India	1,027,015,247	531,277,078	495,738,169
Delhi	13,782,976	7,570,890	6,212,086

Source: Census of India 2001 (Provisional Population Totals)

Delhi's percentage share in total population of India according to 2001 Census is 1.34

* Census of India 2001, Series 8, Delhi, Provisional Population Totals Paper-1 of 2001

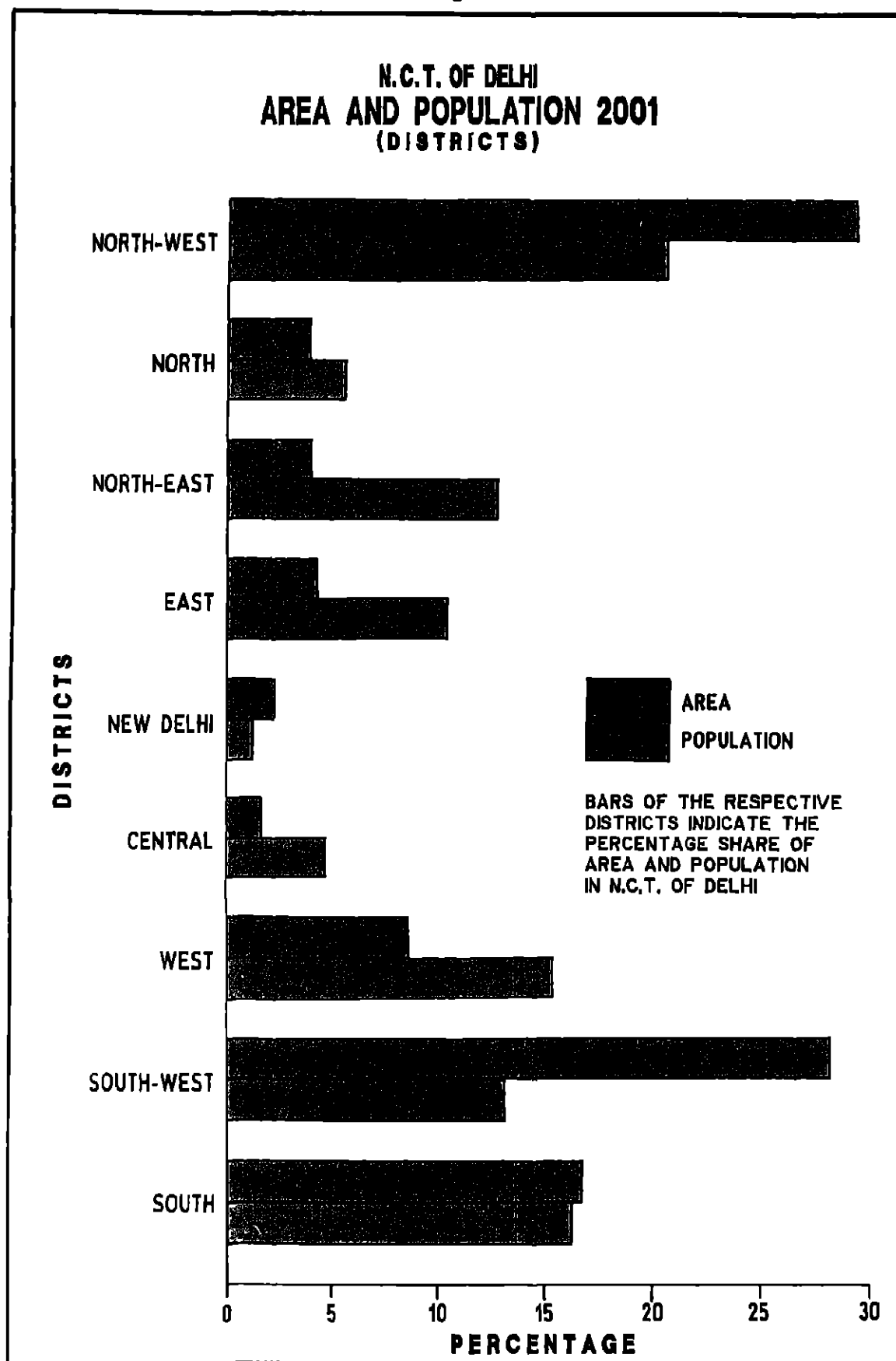


Table-2
Decadal Population Growth 1991-2001
(in percentage)

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
India	21 34	20 93	21 79
Delhi	46 31	—	—

Source Census of India 2001 (Provisional Population Totals)

Delhi's percentage contribution to total growth of population of India for 1991-2001 is 2.4 according to Census 2001 (Provisional Totals)

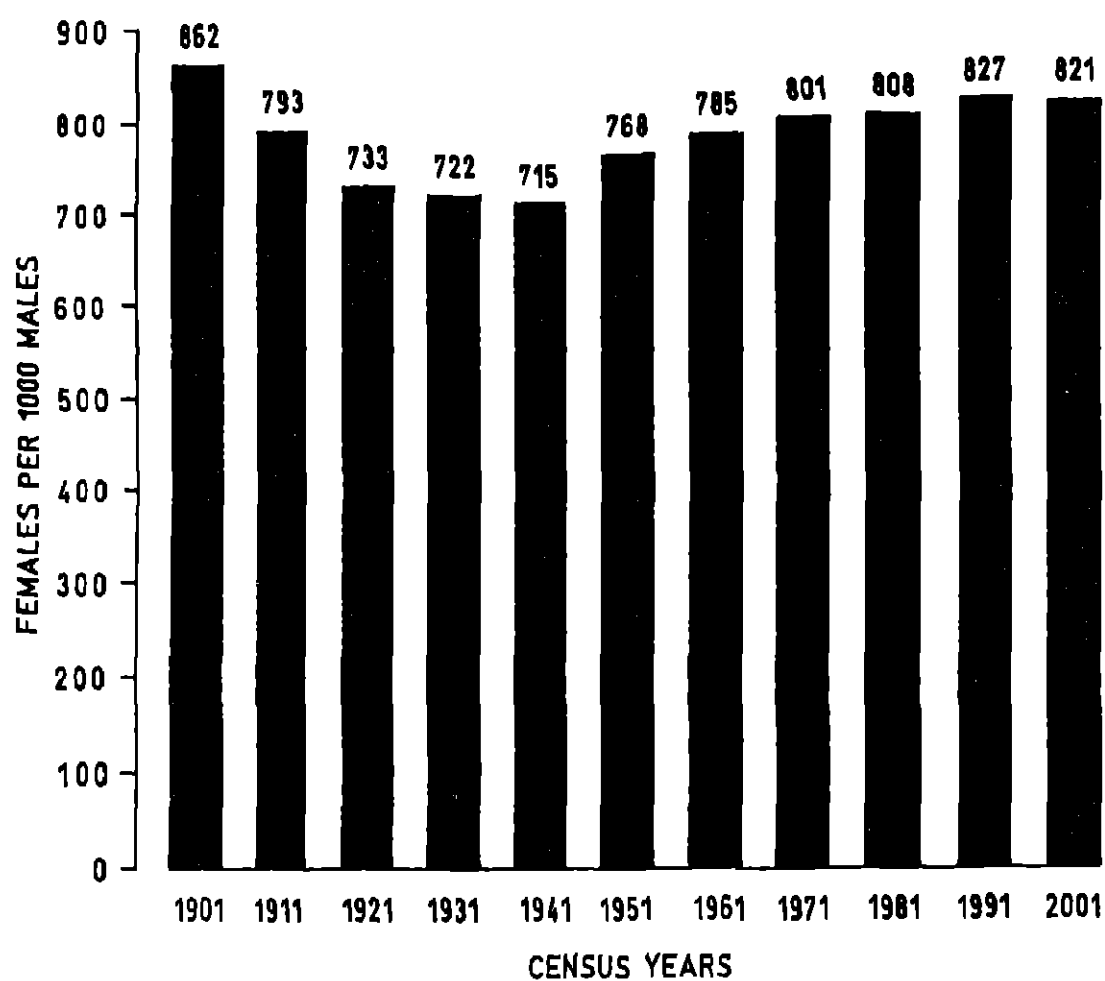
Table-3
Districts by Population Size in 1991 and 2001

<i>District</i>	<i>Population 2001</i>	<i>Per cent to Total Population of State</i>	<i>Population 1991</i>	<i>Per cent to Total Population of State</i>
1	2	3	4	5
North-West	2,847,395	20.66	1,778,268	18.88
South	2,258,367	16.38	1,502,878	15.95
West	1,119,641	15.38	1,434,008	15.22
North-East	1,763,712	12.80	1,085,250	11.52
South-West	1,749,492	12.69	1,084,705	11.51
East	1,448,770	10.51	1,023,078	10.86
North	779,788	5.66	688,252	7.31
Central	644,005	4.67	656,533	6.97
New Delhi	171,806	1.25	167,672	1.78

Note The population of nine districts of 1991 is derived by recasting the Census data of 1991 Census according to the present jurisdiction of the districts

Source Census of India 2001, Series 8, Delhi, Provisional Population, Total-2, Paper-1 of 2001

N.C.T. OF DELHI SEX RATIO 1901-2001



It may be observed from the above Table that North-West district with 2.85 million population constitutes 20.66 per cent population of Delhi and thus occupies the first position. Second position is occupied by South district with 2.26 million population constitutes 16.38 per cent population of the total population of Delhi. New Delhi district with 1.72 million population shares only 1.25 per cent of Delhi's population and is thus placed at the lowest rung of the ladder. It may be observed that district-wise pattern remains the same of population size for 1991 and 2001 Census.

Table-4
Density of Population 2001 (per sq. km.)

India	324
Delhi	9294

It may be observed that the persons in per sq. km. is more in Delhi by approximately 23 times as compared to the persons in sq. km. in India. Delhi accounts for the highest population density.

Table-5
Sex Ratio of Total Population (1901-2001)

	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	2001
India	972	964	955	950	945	946	941	930	934	927	933
Delhi	862	793	733	722	715	768	785	801	808	827	821

Source 1 Census of India 2001 (Provisional Population Totals)

2 Census of India 2001, Series-8, Delhi Provisional Population Totals, Paper-1 of 2001

The above table depicts the status of male female ratio of India and Delhi from the first Census Year 1901 onwards till date.

Table-6
Districts by Sex Ratio, 1991-2001

<i>State/ District</i>	<i>Sex Ratio</i> <i>(No of females per 1000 males)</i>	
	<i>2001</i>	<i>1991</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
N.C.T. Delhi	821	827
Districts		
North-East	851	837
East	845	846
Central	843	872
West	830	848
North	826	819
North-West	820	822
South	797	807
New Delhi	791	793
South-West	783	795

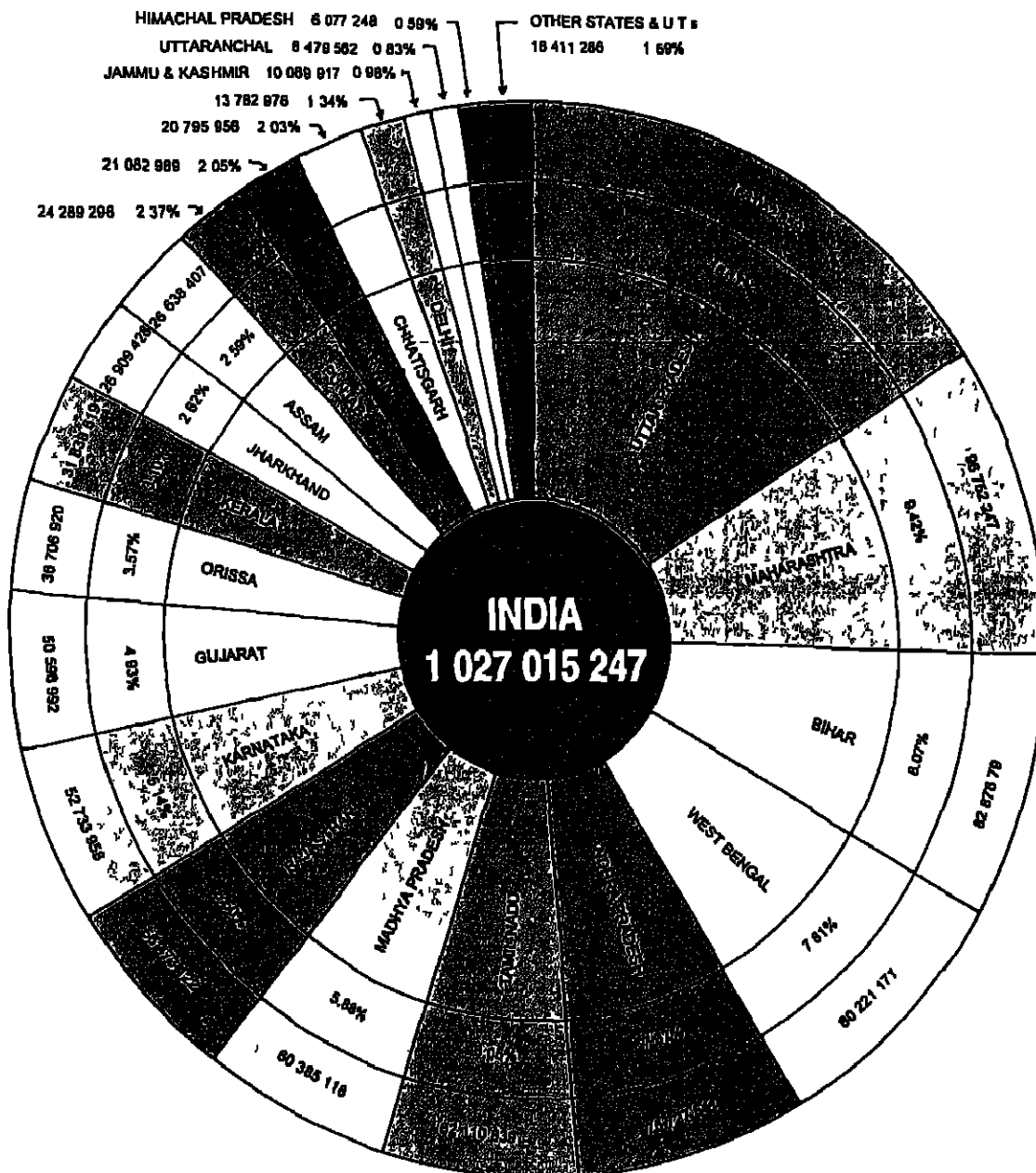
Note: Sex ratio of nine districts for 1991 is derived by recasting the population of 1991 Census according to the present jurisdiction of all nine districts

Source: Census of India 2001, Series 8, Delhi, Provisional Population, Total-2, Paper-1 of 2001

From the above table it gets depicted that as per the 2001 Census the highest sex ratio at 851 is recorded in North East district whereas it is the lowest at 783 in South-West district. According to 1991 Census the highest sex ratio of 872 was recorded in Central district whereas New Delhi District with Sex ratio of 793 occupied the lowest position. The sex ratio of N C T Delhi has been recorded at 821 in 2001 Census and at 827 in 1991 Census. It may be observed that districts North, North-East, East, Central and West have shown sex ratio above the sex ratio of the National Capital Territory of Delhi while the remaining four districts viz North-West, New Delhi, South-West and South have a sex ratio below the sex ratio of N C T Delhi.

Fig 1

POPULATION SHARE OF STATES AND UNION TERRITORIES IN INDIA 2001



OTHER STATES & U.T.s: Tripura (0.31%), Manipur (0.23%), Meghalaya (0.22%), Nagaland (0.18%), Goa (0.13%), Arunachal Pradesh (0.11%), Pondicherry (0.09%), Chandigarh (0.08%), Mizoram (0.06%), Sikkim (0.05%), Andaman & Nicobar Islands (0.03%), Dadra & Nagar Haveli (0.02%), Daman & Diu (0.02%), and Lakshadweep (0.01%).

Table-7**Literates (percentage of total population)**

	<i>Persons</i>	<i>Males</i>	<i>Females</i>
India	65 38	75 85	54 16
Delhi	81 82	87 37	75 00

Source 1 Census of India 2001 (Provisional Population Totals)

2 Census of India 2001, Series-8, Delhi Provisional Population Totals, Paper-1 of 2001

Delhi ranks 5th in the country in the number of literate persons and ranks 7th in the country in both the number of male literates and as well as in the number of female literates

Table-8**Districts by Population Density**

<i>District</i>	<i>Population Density</i>	
	<i>2001</i>	<i>1991</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>
North-East	29,395	18,088
Central	25,760	26,261
East	22,637	15,986
West	16,431	11,116
North	12,996	11,471
South	9,033	6,012
North-West	6,471	4,042
New Delhi	4,909	4,791
South-West	4,165	2,583

Note Sex ratio of nine districts for 1991 is derived by recasting the population of 1991 Census according to the present jurisdiction of all nine districts

Source Density of population of nine districts for 1991 have been derived by recasting the Census data of 1991 Census according to the present jurisdiction of the districts

According to Census-2001 Provisional Population Totals the density of population of Delhi works out at 9294 persons per square kilometer as against 6352 persons per square kilometre in 1991. It may be observed that in 2001 Census highest density of population of 29,395 has been recorded in North-East district whereas the same with 26,261 was highest in Central district at the time of 1991 Census. In Central district the density of population has declined from 26,261 in 1991 to 25,760 in 2001 Census. Four districts viz North-West, New Delhi, South-West and South are having density of population less than the density of Delhi as a whole both in 1991 and 2001 Censuses.

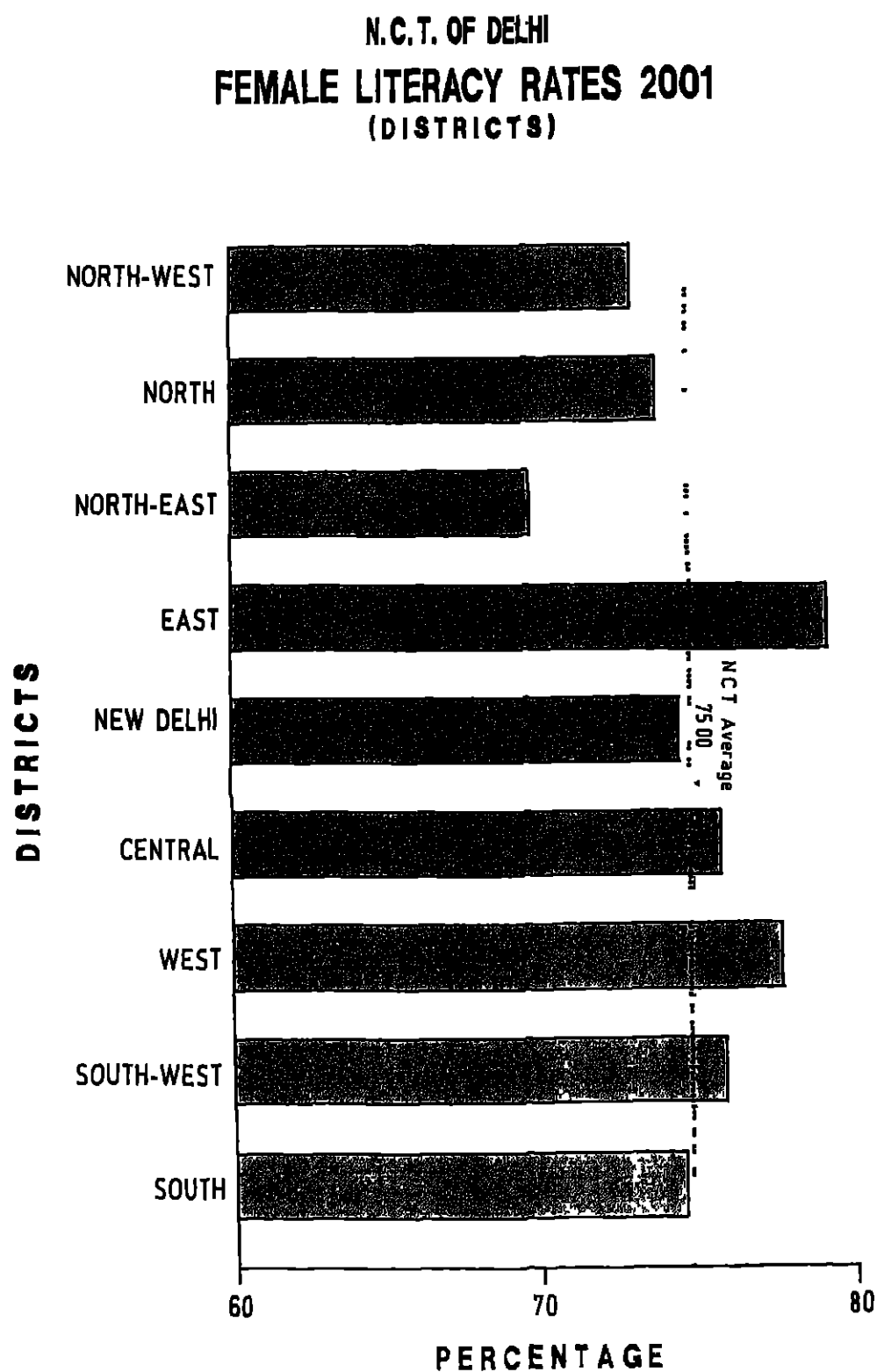
Table-9
Literacy Rate by Sex for NCT of Delhi and Its Districts

<i>State/District</i>	<i>Persons</i>		<i>Literacy Rate</i>		<i>Females</i>	
	<i>1991</i>	<i>2001</i>	<i>Males</i>	<i>2001</i>	<i>1991</i>	<i>2001</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>	<i>(7)</i>
N.C.T. of Delhi	75.29	81.82	82.01	87.37	66.99	76.00
Districts						
North-West	72.22	80.79	79.59	86.89	63.06	73.30
North	75.87	79.88	80.83	84.53	69.69	74.20
North-East	67.83	77.85	77.08	84.52	56.52	69.97
East	77.50	85.10	84.14	89.91	69.52	79.38
New Delhi	80.59	82.54	86.33	88.70	73.19	74.64
Central	75.42	79.52	79.85	82.55	70.26	75.90
West	79.01	83.24	84.17	87.68	72.85	77.87
South-West	78.40	83.63	85.95	89.53	68.66	76.00
South	75.69	82.57	82.79	88.73	66.67	74.71

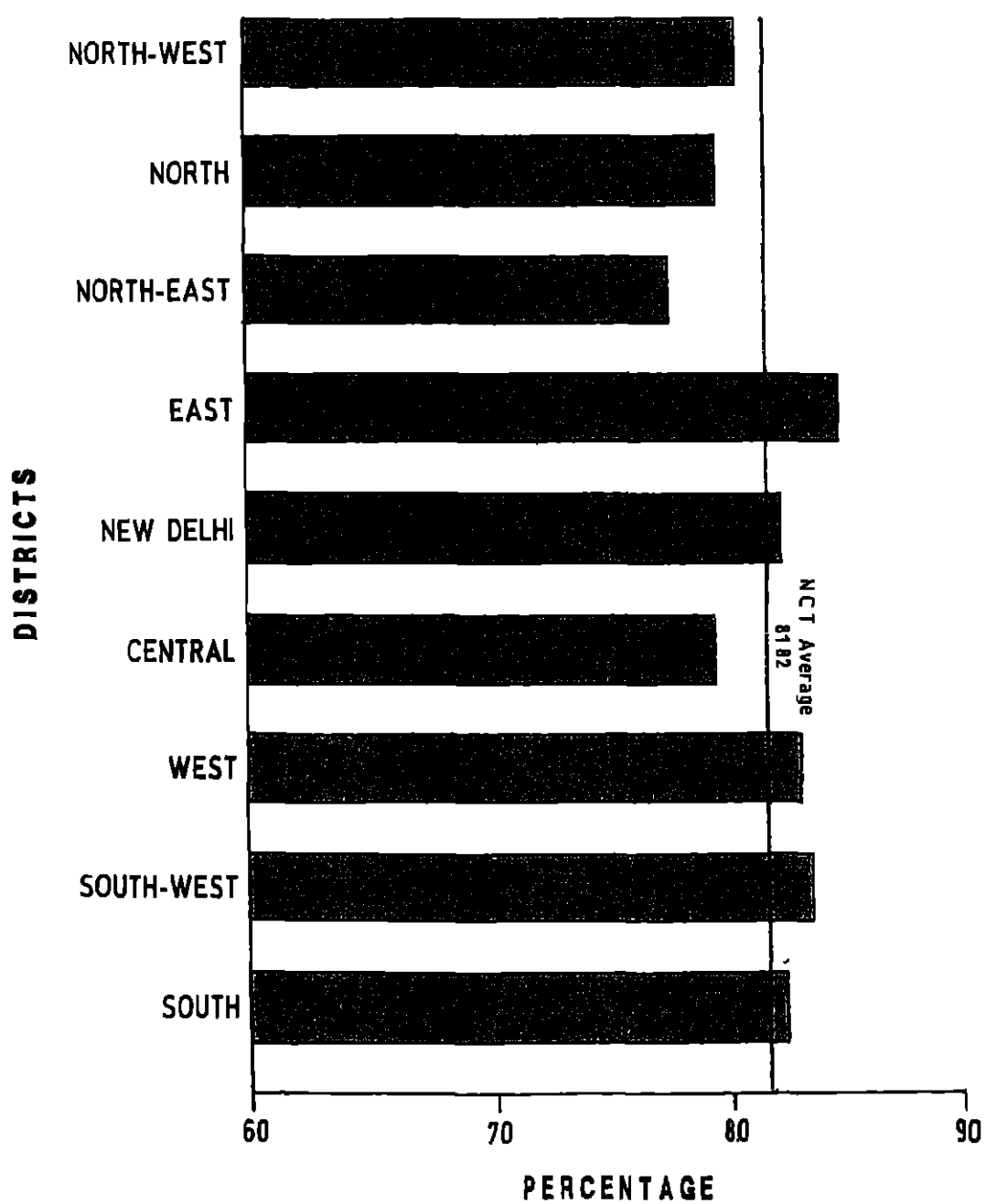
Note: 1 Literacy rate is the percentage of literates to population aged 7 years and above

2 Literacy rate for 1991 have been worked out on the basis of recasted population of 1991 Census according to the present jurisdiction of nine districts

Source: Census of India 2001, Series 8, Delhi, Provisional Population Totals, Paper-1 of 2001



**N.C.T. OF DELHI
LITERACY RATES 2001
(DISTRICTS)**



The above table depicts that at the time of 2001 census highest literacy rate of 85.10 per cent has been recorded in district East. Highest literacy rate of 80.59 per cent was recorded in New Delhi district during 1991 Census. North-East district recorded the lowest literacy rate of 67.83 per cent and 77.85 per cent during 1991 census and 2001 censuses respectively, thus occupying the last position both times.

Table-10
Number of Recognised Schools and Number of Teachers
in Delhi (1998-99)

<i>Level of Schools</i>	<i>Number of Recognised Schools</i>	<i>Number of Teachers</i>		
		<i>Men</i>	<i>Women</i>	<i>Total</i>
Primary	2676	12399	21657	34056
Middle	601	3035	5675	8710
Secondary/ Sr Secondary	1459	24785	37659	62444
Total	4736	40219	64991	105210

Source: Annual Report 1999-2000, Ministry of Human Resource Development, Government of India.

The above figures of 1998-99 indicate that the total number of recognised middle to secondary to senior secondary schools falls short by 616 when compared with recognised primary schools in Delhi. As regards number of teachers, there are more women teachers than men particularly at primary level.

Table-11
Enrolment by Stages and Enrolment Ratio for General Education
in Delhi Schools (1998-99)

	<i>Primary</i>	<i>Enrolment Middle</i>	<i>Secondary/ Sr Secondary</i>	<i>Enrolment Ratio—All Students Classes I-V (6-11 years)</i>	<i>Classes VI-VIII (11-14 years)</i>
Boys	693810	292712	612642	87.17	64.47
Girls	630556	330423	700068	86.97	84.51
Total	1324426	623135	1312710	87.08	73.74

Source. Annual Report 1999-2000, Ministry of Human Resource Development, Government of India

Figures indicate that enrolment of girls is more than boys at middle, secondary and senior secondary levels while it is more for boys than girls at primary level. As regards enrolment ratio it is more at primary than at middle level for all students. At middle levels girls have more enrolment ratio than boys. It indicates a positive trend for girls' education.

Table-12
Gross Drop-out Rates for the Year 1998-99
(Provisional)

	<i>Classes I-V</i>	<i>Classes I-VIII</i>	<i>Classes I-X</i>
Boys	5.21	19.90	40.92
Girls	5.06	9.13	68.20
Total	5.14	14.49	54.13

Source. Annual Report 1999-2000, Ministry of Human Resource Development, Government of India

The dropout rates for girls and boys at primary level are approximately similar and that is 5. It shows there is about 94-95% access to schools to both the sexes. In classes I-VIII boys drop more than girls according to the figures. It is probably due to migration of boys in the private schools.

Section-IV

- **Conceptual Framework**
- **Objective**
- **Methodology**
- **Tools and Techniques**
- **Sampling Plan**
- **Delimitations**

Conceptual Framework

If both girls and boys have to make healthy life style choices then they need access to an inclusive, broad and contemporary sports and physical education programme throughout their schooling. Equal access to the same activities in sports and physical education to girls and boys still may not mean that there will be equal outcomes. Researchers have put across their opinions that physical education and sports lessons could be the important site in which gender identity of femininity and masculinity is constructed. Some activities are considered girl specific while some are considered boy specific. The gender specificity in the activities related to sports and physical education is speculated to be very obvious due to the gender identity perceptions as a result of socialisation practices. Therefore in order to investigate gender perceptions about sports and physical education and their impact on sports and physical education in schools with regard to gender, the present study has been proposed by the investigator.

The present proposal was aimed to study the status of sports and physical education in Delhi schools from a gender perspective. The purpose of the present study was to identify the areas of concern in sports and physical education in selected schools of Delhi with regard to physical facilities, perceptions of physical education and yoga teachers, Head teachers, and of girls and boys from the point of gender bias and gender stereotyping and any efforts done by the school in this direction. Study also suggests the strategies which will help in promoting the sports and physical education amongst girls and women.

Objective. To Examine the Status of Sports and Physical Education in Delhi Schools from the Viewpoint of Gender Bias and Gender Stereotyping

Methodology

The present study was a blend of qualitative and quantitative methods of social sciences research. The study adopted the emerging trends and techniques of participatory research mode. School was the universe of the study.

The important sources of the study were based on primary and secondary data. The primary data was collected with the help of institutional schedule, personal interaction and observations. Focussed discussions were held to know the personal views and perceptions of Head teachers, teachers and students. The secondary data and literature were collected from secondary sources such as Reports, Journals, Books, Magazines, Newspapers, Government Documents, and relevant material from the concerned administrative educational institutions.

Tools and Techniques

Study was carried out by canvassing institutional schedule and by personal observations and interaction, focussed discussion with sports teacher, yoga teacher, students and the Head teachers. Study was exploratory in nature and was based on primary and secondary data. Primary data was gathered from primary sources viz., the primary, secondary, and senior secondary level selected schools. Head teachers, teachers and students. Secondary data was collected from secondary sources such as reports, relevant books, journals, newspapers, magazines and government documents.

Sampling Plan

Although purposive sampling technique was applied to the districts selected for the present study, however sample schools were studied based on random sampling technique. The main criterias for selecting the sample schools were based on the category of the school such as government, government-aided and private, based on sex such as single sex boys, single sex girls and co-educational, based on levels such as primary, middle, secondary and senior secondary. The sample also had representations from three educational bodies of Delhi viz., Directorate of Education, New Delhi Municipal Council (NDMC) and Kendriya Vidyalaya Sangathan (KVS).

Following 25 schools were randomly selected and were taken up as sample schools for the present study.

Government Primary Schools (I to V)

- (1) KV, NCERT (Co-education)
- (2) KV, IIT (Co-education)
- (3) Nagar Palika Lodhi Estate (Co-education)
- (4) Nagar Palika Laxmi Bai Nagar (Co-education)
- (5) Nagar Palika Bapu Dham (Single Sex—Boys)

Government Secondary Schools (VI to X)

- (1) Nagar Palika Lodhi Estate (Co-education)
- (2) Nagar Palika Laxmi Bai Nagar (Co-education)
- (3) Nagar Palika Bapu Dham (Single Sex—Boys)
- (4) Nagar Palika Bapu Dham (Single Sex—Girls)

Government Sr. Secondary Schools (VI to XII)

- (1) Govt Sarvodaya Composite School, Block 27, Trilok Puri (Co-education)
- (2) Govt Sarvodaya Composite School, West Vinod Nagar (Co-education)
- (3) K.V , New Friends Centre, Vigyan Vihar (Co-education, I-XII)
- (4) Govt Sr Secondary School, Kalyan Puri (Single sex—Girls)
- (5) Govt. Sr. Secondary School, Mayur Vihar, Phase-I, Pocket-IV, (Single Sex—Girls)
- (6) Govt Sr Secondary School, West Vinod Nagar (Single sex—Girls)
- (7) Govt Sr Secondary School, Kalyan Puri (Single Sex—Boys)
- (8) Govt Sr Secondary School, Block 20, Trilok Puri (Single Sex—Boys)
- (9) Govt Sr Secondary School, Khichripur (Single Sex—Boys)
- (10) Govt Sr Secondary School, Block 13, Geeta Colony (Single Sex—Boys)
- (11) Govt Sarvodaya Sr Secondary School No 1, Jheel Khuraja (Single sex—Boys)
- (12) Babu Ram Sarvodaya Sr Secondary School, Bholanath Nagar, Shahdara (Single sex—Boys)

Government Aided Schools (I to XII)

- (1) Sanatan Dharam (S D) Sr Secondary School, Bholanath Nagar, Shahdara (Single Sex—Boys)

Private Schools (I to XII)

- (1) Deepalaya School, Kalkaji Extension (Co-education, I-X)
- (2) A S N Sr Secondary School, Noida Road, Mayur Vihar, Phase-I (Co-education)
- (3) Smt Swarna (S S) Lata Sethi DAV Public School, Mausam Vihar (Co-education)

Out of the above 25 sample schools which were taken up for the present study, there were 21 schools which belonged to the Government category inclusive of 3 Kendriya Vidyalayas, 7 NDMC and 12 Directorate of Education schools. Out of these 21 Government schools taken up for the present study at primary level there were four co-education schools and one single sex boys school, at secondary level there were two co-education schools, one single sex—boys school and one single sex—girls school, at senior secondary level there were three co-education schools, three single sex—girls schools, and six single sex—boys schools. Rest of the schools which included 1 Government-aided and 3 Private schools recognised at the levels of VI-XII and I-XII respectively, one was single sex boys school and 3 were co-education schools. In all out of 25 sample schools, 5 were primary, 5 were secondary, and 15 were senior secondary level schools.

The further detailed description of the sample schools is presented in tabular form below

**(A) Sample Schools Under the Jurisdiction of
Directorate of Education, Delhi**

Sl No	Name of the School	District	Zone	Category	Type	Level
1	B R. Sarvodaya Sr Secondary School, Shahdara	East	I	Government	Single sex-Boys	VI-XII
2	Sarvodaya Composite School, West Vinod Nagar	East	II	Government	Co-education	VI-XII
3	Govt Sr Secondary School, West Vinod Nagar	East	II	Government	Single sex-Girls	VI-XII
4	Govt Sr Secondary School, Kalyanpuri	East	II	Government	Single sex-Boys	VI-XII
5	Govt Sr Secondary School, Kalyanpuri	East	II	Government	Single sex-Girls	VI-XII
6	Govt Sr Secondary School, Block 20, Trilokpuri	East	II	Government	Single sex-Boys	VI-XII
7	Sarvodaya Composite School, Block 27, Trilokpuri	East	II	Government	Co-education	VI-XII
8	Govt Sr Secondary School, Khuchripur	East	II	Government	Single sex-Boys	VI-XII
9	Govt Sr Secondary School, Mayur Vihar, Phase I, Pocket IV	East	II	Government	Single sex-Girls	VI-XII
10	Sarvodaya Sr Secondary School No 1, Jheel Khuranja	East	III	Government	Single sex-Boys	VI-XII
11	Govt Sr Secondary School, Block 13, Geeta Colony	East	III	Government	Single sex-	VI-XII
12	S D Sr Secondary School, Shahdara	East	I	Government-aided	Single sex Boys	I-XII
13	Adarsh Shiksha Niketan (ASN) Sr Secondary School, Mayur Vihar, Phase I, Noida Road	Boys East	II	Private	Co-education	I-XII
14	S S Lata Sethi DAV Public School Mausam Vihar	East	III	Private	Co-education	I-XII
15	Deepalaya School Kalkaji Extension	South	XXV	Private	Co-education	I-X

**(B) Sample Schools under the Jurisdiction of NDMC
(New Delhi Municipal Council)**

<i>Sl No</i>	<i>Name of the School</i>	<i>Zone</i>	<i>Category</i>	<i>Type</i>	<i>Level</i>
1	Nagar Palika (N P) Lodhi Estate	II	Government	Co-education	I-V
2	Nagar Palika (N P) Lodhi Estate	II	Government	Co-education	VI-X
3	Nagar Palika (N P) Laxmibai Nagar	III	Government	Co-education	I-V
4	Nagar Palika (N P) Laxmibai Nagar	III	Government	Co-education	VI-X
5	Nagar Palika (N P) Bapu Dham	IV	Government	Single sex— Boys	I-V
6	Nagar Palika (N P) Bapu Dham	IV	Government	Single sex— Girls	VI-X
7	Nagar Palika (N P) Bapu Dham	IV	Government	Co-education	VI-X

(C) **Sample Schools under the Jurisdiction of Kendriya Vidyalaya Sangathan (KVS)**

<i>Sl No</i>	<i>Name of the School</i>	<i>Category</i>	<i>Type</i>	<i>Level</i>
1	Kendriya Vidyalaya, N C E R T	Government	Co-education	I-V
2	Kendriya Vidyalaya, I I T	Government	Co-education	I-V
3	Kendriya Vidyalaya, New Friends Centre, Vigyan Vihar	Government	Co-education	I-XII

Delimitations

Due to constraint of time and resources, the present study has certain delimitations mentioned as follows

- Not all the Educational Bodies at the school level could be represented in the sample. Within the Directorate of Education, schools from all the districts and their zones could not be represented as sample in the present study. Since the present study lays a major focus on the Government schools, equal representation of Government, Government-aided and Private schools could not be maintained and neither all the school levels had equal representation.
- As per the responses received in a stipulated time limit from various schools, equal representation of co-educational, single sex-boys and single sex-girls could not be maintained.
- Since the major focus of the study has been the gender perspective in sports and physical education, the other aspects which required indepth case studies could not be taken up.

Section-V

- Salient Findings
- Conclusion
- Strategies
- Institutional Schedule
- Definition of Relevant Terms



Salient Findings

The salient findings of the present study have been grouped according to the category and level of the sample schools visited in Delhi and are discussed as below

Government Primary Schools

Two Kendriya Vidyalayas and three NDMC schools of primary level were visited for the present study. The following facts came across and it was found that—

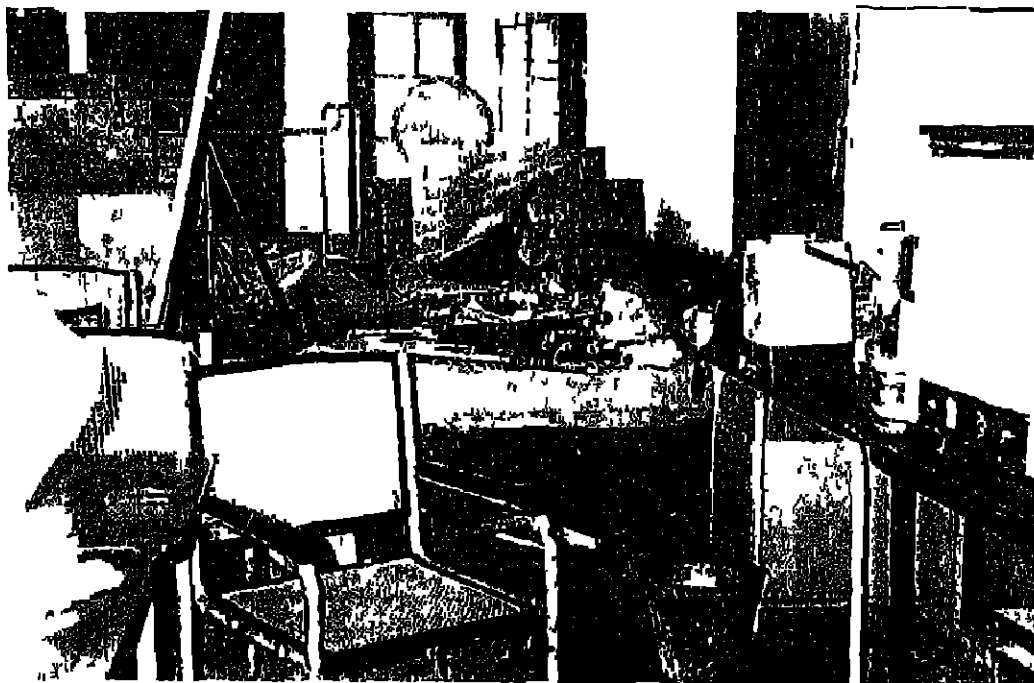
- There is no exclusive sports and physical education teacher responsible for taking physical education and games period for primary students
- It is the duty and responsibility of the class teacher of that particular class to take their physical education and games period which has been shown twice per week in the time table
- The physical education and games period is assigned mostly after the lunch in the last or last but one period and enthusiasm to pursue the physical activities is neither high in teachers nor in students especially the girls who do not find much interest in this period
- In Kendriya Vidyalayas of NCERT and IIT campuses it was found that although there is a small playground in both schools but structured training on particular games is lacking. There is not much of a teacher guided activity either. Students are playing on their own.

- In primary classes students particularly the girls run towards swing and slide. Girls make their own groups and tend to sit together and just pass time without any quality physical activity.
- Boys have been seen to play cricket on their own and equipment is arranged by the boys only and not arranged by the school. Most of the boys tend to play cricket whatever time they steal either through lunch time or any other vacant period.
- Physical education period as shown in the time table seems to have been shown only as a ritual as no particular interest has been seen in class teacher and even in the students particularly the girl students for the physical activity.
- Not much effort is made by the teachers to create the right aptitude and attitude for games and sports or any other physical activity particularly among girls as such. Among boys also it seems to have come naturally due to peer pressure, impact of media and the environment around but schools' contribution in enhancing that interest was seen very little.
- Infact academics score more over sports and physical education because there are no credit points or exams and no evaluation as such is carried out for this discipline. Thus the seriousness among teachers and students and especially the girls does not arise due to the little importance given to physical education and sports in the school.
- Similar situation existed in the Government primary schools of New Delhi Municipal Council (NMDC) under the present study selected as sample schools.

- It was found that stereotyping in the perceptions of teachers and Head teachers about the selection and choice of sports for girls and boys continues to exist. If there is a game for girls that is kho-kho and if there is a game for boys that is cricket.
- Not much infrastructure in the school exists for sports in the form of sports equipment, a proper sports room, specialised expert or coach of a particular sport, nutrition counsellor and even a good well maintained playground.
- Not much pressure from parents too appears to have come as even for them studies are studies and they are very important and sports are sports and they are less important.
- In the primary years when girls and boys need to explore their talents in this area, not much effort is made by the schools in the form of developing in them the aptitude and interest. Therefore girls as such inhibited already due to socio-cultural practices and conservative thoughts of the parents and the community imposed on them are left behind in the race of various developments, and particularly in high level sport activities.
- In all the above sample schools the socio-economic background of girls and boys was either lower or low middle class. Many of the students' mothers were housewives and either they were illiterate or literate upto primary, middle or high level. Most of the fathers were working as class three or class four employees.
- Although girls of classes four and five in the above schools had aspirations to be something in life but not much of a willingness in career as a sports woman was seen among them. Girls in general were enthusiastic but the attitude towards sports was lukewarm.



SCHOOL PLAYGROUND
(Boys in a Playing Mode)



SPORTS ROOM
(Casual Mode)

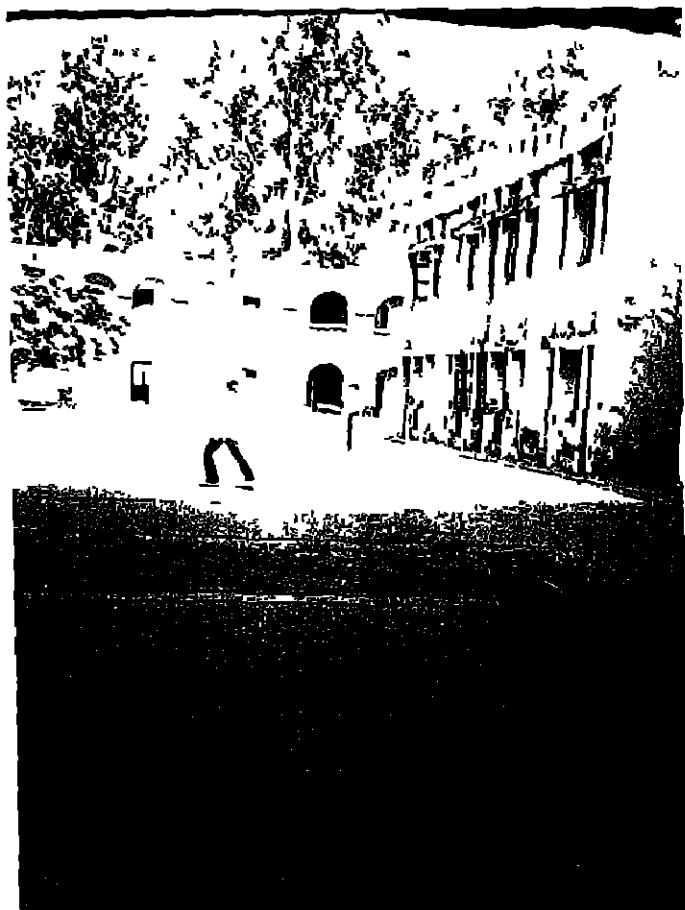
Government Secondary and Senior Secondary Schools

Four secondary level (VI-X) schools of NDMC, eleven senior secondary level (VI-XII) schools of Directorate of Education and one senior secondary level (I-XII) school of Kendriya Vidyalaya were visited. The following facts came across:

- In the schools under the present study, both of the secondary and senior secondary levels, it was found that there is some kind of infrastructure such as sports room, sports equipment, sports teacher, and a yoga teacher but there is the shortage of a proper well maintained playground and deficiency in due weightage given to the subject of physical education and sports activities.
- In NDMC schools it was found that playgrounds did exist. There was a sports room in each of the schools. But sports rooms were used either as store house of condemned furniture or as staff room for taking tea and refreshments etc. Almost similar or slightly worse situation existed in the Government schools of Directorate of Education. Playgrounds in many schools of Directorate of Education were either missing or were getting smaller and smaller by the construction of classrooms for accommodating students.
- Most of the East Delhi sample schools under study belonged to the areas of resettlement colonies. The number of students continued to grow each year. Thus new classrooms came into existence every year.
- The students come from low-social-economic backgrounds and resettlement areas. The parents mostly are either illiterate or have received some formal education. In such circumstances there is not much voice of the parents, community and even the students themselves. Under such environment teachers were found to be highly demotivated and neglected.



SPORTS ROOM
(Sports Equipment)



SCHOOL PLAYGROUND
(Boys in a Playing Mode)

- In the single sex-boys schools, cricket was seen to be popular. Other sports did not find much place.
- In single sex-girls schools, kho-kho was seen to be popular. Other sports did not find much place.
- In co-education Government schools of the level of senior secondary and secondary, there is more of a segregation among girls and boys. Due to the lack of proper facilities and conservative attitudes girls team up among themselves. But most of the times physical education periods are not taken regularly instead either it would remain vacant or some extra class will be held or students sit in the classroom and do their work quietly.
- Some P.T. exercises are carried out during morning assembly in morning schools. The problem of evening schools was peculiar. Since students come to school after lunch it is not proper to conduct P.T. exercises. So during assembly the exercises are exempted from happening. Instead only in the late afternoon, some P.T. exercises sometimes are held. In any case, such activities are not very regular.
- Yoga teachers though are available with most of the NDMC and Directorate of Education schools but they have limitations in conducting yoga classes among girls due to lack of proper yoga hall, proper dress code and lack of women yoga teacher.
- In most of the Government schools visited it was observed that physical education and yoga teachers are mostly men in the single sex-boys and co-education schools. There was one boys sample NDMC school where the physical education instructor was the female teacher.

- Although the teachers were positive about physical education and sports for girls and women but gender awareness was not much visible in them
- As in primary classes, the gender bias and stereotyping in the perceptions of Head teachers, teachers and students continues to get perpetuated Boys steal time in playing cricket while girls would be seen without any games
- Although sports competitions are held annually a part of the regular time schedule, yet interest in sports was found limited Only the selected few students who were good in particular games were prepared a few weeks before the scheduled dates The participation of majority of the students was not seen much Competitions were inter school mostly and that is how the annual sports ritual were being carried out
- In Kendriya Vidyalaya however the situation was better as it had huge playground, well organised administration and disciplined environment It was found that regular sports and physical education classes were taking place. However the participation level of girls was much below that of boys Stereotyping in the choice of games continued
- In classes X and XII of Government schools visited, as told by the sports teachers, students were discouraged in participating in sports, and sports competitions Students who chose physical education as optional subject, studied only the theory and its practice was lacking in most of the sample schools

- In Government schools, there was no separate fund for sports instead there was a students fund of Rs 1000/- to Rs 3000/- per year and all expenditure for many activities had to be carried out from this meagre amount. Thus the area of sports and physical education was highly neglected as no expenditure was being carried out on these activities
- As told by many Head teachers, there was no kind of stress on the sports teachers. They were not much worried about performing. Due to not much work and their not being busy, it was also mentioned by the Head teachers in certain schools that sometimes they were a problem
- In some of the schools post of sports and yoga teacher lied vacant for quite sometime. Once a teacher retired, the vacancy was not filled
- As told by the sports teachers in some of the sample schools they were teaching other subjects most times and their talents were not utilized in their area of expertise so they had no motivation in their professional life. Similar situation existed for the yoga teacher.
- As again told by the sports teachers of some sample Government schools, sports equipment were purchased only on the last day of the financial year and they were not involved in any of these activities, thus quality product and the need based equipment could not be purchased. The whole process occurred just to show some expenditure in the education department

Government-aided and Private Schools

One Government-aided and three private schools were visited under the present study. The findings are as follows

- In the Government-aided school, the situation for sports and physical education was worse than the many Government schools visited as the school building was meant only for holding the classes. Number of students were much more as compared to the size of the school building and the number of classrooms.
- As discussed with the Head teacher of the above Government-aided school, there is only Rs 1000/- per year given by the Government to the school for maintenance and nothing much can happen in this amount. Sports and physical education are left out completely. Since Government norms are not updated and which were formulated 30-40 years ago, are now of not much use for improving the quality of school and particularly in the area of sports and physical education.
- There was no facility for sports for primary co-education classes in the above Government school visited.
- There was no playground but only a badminton court, a temporary arrangement done at the entrance of the school.
- There was no sports and physical education teacher for one year after the physical education teacher retired, and therefore, sometimes the services of the retired teacher were hired whenever needed.
- There was a post sanctioned for yoga which was never filled in the above school.
- As told by the Head teacher of the above school, sometimes playgrounds are hired from other schools for special purposes such as preparing boys for competitions etc.
- There were no indoor games facilities in the school and there is no sports room.

- The above school is located in economically low socio-economic area of East Delhi and students from slums, children of vegetable vendors, rickshaw pullers, petty shopkeepers and other such jobs come to this school
- The Head teacher and teachers were generally aware about various issues but gender did not seem to be important issue for this school
- In the two private co-education and I-XII levels sample schools which are located in the urban and affluent areas of East Delhi, one was affiliated with the Directorate of Education, Delhi and the other was affiliated with the well organised educational body having chain of schools, nationally and internationally, showed a different picture
- Although the schools came up a few years ago and the new construction continues to happen in both schools, the quality was visible and seemed promising in the area of sports and physical education for girls as well
- In one of these sample private schools there are two physical education teachers who are fully trained
- Sports events in this school are organised once in every two years
- Although the school has a small playground but the authorities have made an arrangement with the neighbourhood college of Delhi University with huge playground
- As it came out during the study and as told by the Head teacher, girls and boys were generally playing together except for one or two events which cause segregation such as cricket and hockey when separate groups of boys for cricket and of girls for hockey are formed Kabaddi is played by the girls and boys both There are other physical activities organised in the schools such as judo, karate, yoga etc Coaches for specialised games are employed to train students Boys get training after school hours while girls get training during school hours

- Part-time teachers are employed who are expert in self-defence activities of judo and karate etc conduct mixed classes of girls and boys
- As discussed with the school practitioners and as observed, it was found that though sports and physical education gets attention in the above school and girls do participate yet a lot needs to be done to improve and promote the participation of girls and bring awareness among the teachers and the community regarding various gender questions involved with this
- The students of this school comprise of comparatively better socio-economic backgrounds and their parents are also much educated with a greater awareness
- The other private sample school visited under the present study and located in the urban setting of East Delhi, the students and teachers belonged to the middle class backgrounds The school was found to be an upcoming school
- As discussed with the school authorities, Principal, Vice-Principal and teachers it was found that school is progressing in all areas including that of sports and physical education However, it was observed that this school still needed many efforts to make as regards promoting sports among girls
- The above school has adequate sports facilities like the playground, sports room, various sports equipments and arrangement for coaches in different sports There is an upcoming swimming pool Facilities for games like badminton, table tennis, cricket, hockey, football, basketball and volleyball etc have been created both for girls and boys

- In spite of all of the above facilities gender focus was lacking in the above private school discussed. Stereotyping in the perception and attitude of school practitioners was visible to some extent as girls were not found to have the due attention in sports and physical education. Physical education and sports teachers were largely male.
- One of the sample private schools visited belonged to the slum children in South-East Delhi. This was a co-education school up to the level of I-X. The building of the school was newly constructed with a lot of open space and a huge playground.
- The school authorities were aware for improving the lot of girls and boys coming to the school.
- Almost all the students, both the girls and boys coming to this school belonged to the underprivileged society. They are used to all kind of exposure being in the slum areas.
- The school is funded by the NGOs. Facilities are being created in many areas including vocational streams, sports and physical education is being also looked after well.
- The school had sports and physical education teachers both male and female. Yoga teacher was female too. At the junior level, school had allocated 6 periods per week while at the middle and secondary levels two periods per week were allocated for sports and physical education. Girls participated in all the sports including cricket.
- As discussed with the Head teacher, it was known that girls and boys pursued physical activities and other sports separately. There was a girls team and a boys team for cricket. Separate girls and boys teams were formed for other games too. There were not many inhibitions among girls. The segregation of girls and boys in sports and physical education was defended by the Head teacher by the reasoning that it was pursued according to the international standards. In the national and international competitions too, separate events for girls and boys were being held, and also the set standard records were also altogether different.

The findings related to the infrastructural facilities in sports and physical education in sample schools are presented in the tabular form below.

**Infrastructural Facilities in Sports and Physical Education Some Findings
Government Primary Schools (I to V)**

Sl No	Name of School Teacher	Physical Education	Yoga Teacher	Sports Room	Sports Equipment	Yoga Hall	Play ground
1	K.V , NCERT (Co-education)	x	x	x	x	x	√
2	K.V , IIT (Co-education)	x	x	x	x	x	√
3	Nagar Palika, Lodhi Estate (Co-education)	x	x	x	x	x	√
4	Nagar Palika Laxmibai Nagar (Co-education)	x	x	x	x	x	√
5	Nagar Palika Bapu Dham (Boys)	x	x	x	x	x	√

Government Secondary Schools (VI to X)

Sl No	Name of School Teacher	Physical Education		Yoga Teacher		Sports Room	Sports Equipment	Yoga Hall	Play ground
		Availability	M/F	Availability	M/F				
1	Nagar Palika (Co education)	√	M	√	M	√	√	x	√
2	Nagar Palika Laxmibai Nagar (Co education)	√	M	√	M	√	√	x	√
3	Nagar Palika Bapu Dham (Boys)	√	F	x	-	√	√	x	√
4	Nagar Palika Bapu Dham (Girls)	√	F	x	-	√	√	x	√

Government Senior Secondary Schools (VI to XII)

Sl No	Name of School	Physical Education Teacher		Yoga Teacher		Sports Room	Sports Equipment	Yoga Hall	Play-ground
		Availability	M/F	Availability	M/F				
1	Govt Sr Secondary School, Kalyanpur (Girls)	√	F	x		√	√	√	√
2	Govt Sr Secondary School, Mayur Vihar Phase-I, Pocket-IV (Girls)	√	F	x	-	√	√	x	√
3	Govt Sr Secondary School, West Vinod Nagar (Girls)	√	F	x	-	√	√	x	x
4	Govt Sr Secondary School, Kalyan Pur (Boys)	√	M	x	-	√	√	√	x
5	Govt Sr Secondary School, Block-20 Trilok Pur (Boys)	√	M	x	-	√	√	x	x
6	Govt Sr Secondary School, Khichripur (Boys)	√	M	x	-	√	√	x	x
7	Govt Sr Secondary School, Block-13 Geeta Colony (Boys)	√	M	x	-	√	√	x	x
8	Govt Sarvodaya Sr Secondary School No 1 Jeel Khuranya	√	M	x	-	√	√	x	√
9	B R Sarvodaya Sr Secondary School, Bholanath Nagar Shahdara (Boys)	√	M	x	-	√	√	x	√
10	Govt Sarvodaya Composite School Block 27 Trilok Pur (Co education)	√	M	x	-	√	√	√	√
11	Govt Sarvodaya Composite School West Vinod Nagar (Co education)	√	M	x	-	√	√	x	√
12	K V , New Friends Centre, Vigyan Vihar (Co education, I-XII)	√	M	x	-	√	√	x	√

Government-Aided and Private Schools (I to XII)

Sl No	Name of School	Physical Education Teacher		Yoga Teacher		Sports Room	Sports Equipment	Yoga Hall	Play ground
		Availability	M/F	Availability	M/F				
Government-Aided School									
1	S D Sr Secondary School, Bhole Nath Nagar Shahdara (Co education)	x	-	x	-	x	x	x	x
Private Schools									
1	Deepalaya School Kalkaji Extension (Co-education)	√	M	√	F	√	√	√	√
2	ASN Sr Secondary School, Noida Road Mayur Vihar Phase I (Co education)	√	M	√	M	√	√	√	√
3	S S Lata Sethi DAV Public School Mausam Vihar (Co education)	√	F	√	F	√	√	√	√

From the above situation it was seen that the basic infrastructure very much lacked in those sample Government and Government aided schools visited. The gender question became secondary whether it was a single sex-boys, single sex-girls or co-education school. Although the study focussed primarily on the gender perspective but during the study other questions related to the infrastructure and the total attitude of school practitioners became pertinent. If the status of sports and physical education for girls in schools has to improve, the fundamental issues as discussed above related to facilities, preservice and inservice training, evaluation and credit aspects, availability of funds, maintenance of existing facilities, and attitudes and perceptions of school practitioners will arise first and gender question will come next. But if equality and quality can go hand-in-hand, the ideal situation in schools will not be far-behind

HT Horizons

Give sports a chance

"Diamonds are a good thing in a good fight, but not in a fight for a good cause. The ruling and the little ones, the rich and the poor, are all in it together. Unless the people are picked up by a public or private limited company on an ex-officio

post, it's often very uncomfortable. It's like you're being pulled in two directions. On the one hand, you want to get out of the office as soon as possible. On the other hand, you want to stay in the office as long as possible. This is because you know that if you leave, you'll have to deal with the consequences of your actions. So, you stay in the office, hoping that the situation will improve. But it doesn't. And then you're faced with the same choice again. It's a cycle that can be very frustrating.

[illegible]

Many of our sports cannot even be played in the snow.

heroes of yesterday are languishing in despondence and poverty since the field they chose to enter could not secure a safe future for themselves and their families. Remember how Thruway complained about their meagre salary?

Sports can be a lucrative career option for the Indian youth if there is proper infrastructure and fair and non-biased selection and evaluation of performance. There is enough money and fans in sports vis-à-vis other career options. There is no dearth of talent in the country.

try—it exists in villages, streets, and public parks. What they need is proper guidance. However, as in other fields, corruption has left its scars on sports also. Otherwise there could be many more Tomadakis, Passes, Mallethwards, and Gopichands who would bring

homage to the country

silver medal, Ferguson
The present generation pursues only those professions which give immediate and lucrative results. Sports also can be one of them but there is lack of good facilities. Schools, where a student takes a career deal

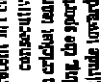
slam, do not provide good insurance that would cultivate an interest in sports. Even if by sheer determination one reaches the district or the state level teams due to unfair politics in the selection, he loses out the consolation prize.

play. There is certainly no dearth of talent in our country. What is required is the right motivation and encouragement from the academic institutions and government.

1

In India there is skewed interest only for cricket and there is lack of opportunities in sports not only at the international, but even at the national level. There are many who would like to pursue this as their profession, but how many are successful in getting the right attention? Even if a child shows an inclination towards sports, he is always discouraged by his apprehensive parents. We have to change our attitude and treat all sports as par. The sports authority in the country needs to implement an integrated sports policy, which should have result-oriented strategies.

Deplinabel, Rangel School, Delhi
I agree with the topic. I
always black world sports is
extremely profitable. Come in
three days. They come from
India and they come from the
Dor and they come from the
underlying of the community
existing system in the
everybody would have something
to say about it. The



your embarrassing defeats at the Olympics recent my ch
 izing scandal consecutive
 defeat of the Indian cricket team
 and on top of everything, the sports
 authority's callous attitude towards
 improving the deplorable conditions
 of the sports facilities add to the
 irony of Indian sports. Besides all
 these there is very little scope to
 achieve fame and fortune which
 other professions promise.

Conclusion

- Very little importance is given to sports and physical education by parents and the community of low socio-economic backgrounds
- The health of adolescent girls is hardly of any concern to the society as not much attention is given to proper physical, social and emotional development in them
- Playgrounds tend to be a problem in most of the government schools. They are either small in size or do not even exist due to pressure of enrolments and new sections, even due to large classes particularly in the resettlement colonies
- If there is a playground in the school, there is no adequate maintenance
- Existence of playgrounds tends to suffer as constantly classrooms are being constructed or made with Asbestos cover to accommodate more sections.
- Most of the Government and Government-aided schools, located in the areas where community comprising of low-social economic backgrounds live, give very little importance to sports and physical education
- Effluent Private schools do give emphasis to sports and physical education
- Although sports and physical education period is shown on the time table but the sanctity of implementing it is not followed in most of the Government schools

- Government schools do have a sports teacher but the teachers get busy in taking other subjects
- In co-education schools, boys get attention in sports while girls get more attention in other cultural activities
- Sports teachers do not seem to be very happy with the attitudes of administrators as regards sports equipment and funds
- Not much attention is given to the maintenance of sports equipment and sports room
- Adequate funds are not provided for purchase and maintenance of sports equipment
- Funds come on the last days of the financial session and no proper quotation or procedure is adapted for purchase of material for sports, thus giving least importance to the quality
- In co-education schools, girls play mainly kho-kho or sit in groups just pass time or keep studying during sports and physical education period
- Boys tend to play cricket during lunch time and in the time whatever is available either in the sports or other vacant periods Equipment is brought by the students themselves
- Stereotyping in sports is very evident when girls play kho-kho and boys play cricket mainly
- Sports teachers are hardly gender sensitive and gender friendly

- In co-education schools sports teachers are males and girls shy away as regards sports and physical education is concerned
- Even when there is a female teacher, the attention is given more to boys for sports and to girls for dance and music programmes
- Academics or studies are always on the minds of teachers, parents and community and sports and physical education exists only as a ritual for sports day etc
- Sports competitions are held for cricket etc and boys' teams are given much importance
- In girls schools, sports and physical education teacher concentrates on P T , kho-kho and such games as indoor that too are rarely used for playing
- There is hardly any emphasis on non-traditional sports
- Students, both girls and boys, have a keen interest in sports and physical activities
- Both boys and girls would like to regularly utilize the sports periods for play and other physical activities yet such an opportunity not provided to them
- Gender friendly environment does not exist for girls as regards sports and physical education because of gender discrimination in the minds of teachers, administrators, parents and the community

- In private schools, sports and physical education are given full emphasis but academics are given more importance due to tough curriculum and examination system
- As regards yoga, although it is very healthy to have yoga class, but girls tend to suffer due to various reasons
- If yoga teacher is male in a co-education school again they are the boys who learn yoga
- A proper dress code is needed for conducting yoga classes but girls from government schools may not be able to afford, thus yoga is neglected for them
- No proper space is provided for conducting yoga exercise thus it is the theory and not the practical which happens particularly for girls
- Yoga and sports rooms are flooded with condemned furniture which frustrates the sports, physical education and yoga teachers and the students both girls and boys, as well
- Yoga classes are held in the afternoon when students and teachers both are not enthusiastic about it In the afternoon, students and teachers both are not empty stomach, so both are not much interested in the exercise classes
- Not much incentive is given to teachers for performance and excellence in yoga as well as physical education and sports
- Lot of effort goes in preparing for sports, physical education and yoga during Annual sports days and competitions even in the government schools but girls may be excluded if it is a government school and that too in the non-traditional sports

- Girls even in government schools are given most attention in dance and music during cultural program competitions
- Benefits of studies are realised in the attitudes and perceptions of the teachers, parents, students but benefits of sports and physical education have yet to be realised to its full potential as for a healthy living of girls in terms of physical, emotional and social development

Strategies

Following strategies are being suggested for enhancing the status of sports and physical education in schools from a gender perspective

(a) Promoting sports and physical education in schools

- The stream of sports and physical education activities needs to get weightage equivalent to that of academic streams. It is because if this discipline carries credit points like other disciplines and is evaluated as any other subject, automatically the positive impact will be visible even in this area. This way seriousness to pursue sports and physical education will be induced both in the teachers concerned as well as amongst the girls and boys.
- Physical education and yoga teachers should be encouraged and rewarded for better results. Thus to do this various incentives should be created for achieving set targets by the teachers and even the students, both girls and boys.
- Physical education and yoga teachers should be provided with regular inservice training and be given exposure of getting associated with state, national and international level competitions. They should constantly get support from the national sports bodies for promoting their skills and aptitude. Similar level support should also be created particularly for girls in conventional and non-conventional sports and physical activities.
- Success stories of eminent and distinguished sports persons should be cited to students to inculcate in them the aptitude and dedication for sports and physical education.
- Women achievers in different areas of sports should be invited to interact with students particularly girls. This will help in creating awareness among girls and it may also make them feel free of inhibitions about various games.

- Adequate facilities should be provided to girls and boys for sports and physical education. Women physical education and yoga teachers should be employed for making the discipline easier for girls in schools.
 - Playgrounds should be made available to students even in the neighbourhood school or any other area and a proper guidance and training should be given to them in each sport for quality improvement.
 - Girls should be encouraged to play games and should be given due opportunity to explore their talent.
 - Due care should be taken for sick students especially girls during physical activities. No force tactics should be applied to the unwilling students. Instead they should be motivated to participate with proper orientation. Particular care should be taken for girls during the menstruation times and other problems, if any.
- (b) Promoting equal access and equal participation of girls from different socio-economic backgrounds to sports and physical education activities in schools**
- Girls from all the strata of the society need to get the opportunity of equal access to all kinds of sports and physical activities in schools. Thus to do this minimum facilities should be created in schools for conventional and non-conventional sports. For example, cricket and hockey like sports should be introduced to girls. Girls' teams should be formed and any stereotype attitude should be corrected at the school level. Similar efforts should be made with boys and games such as kho-kho and skipping etc should also be made popular among them.

- Similar facilities and equal access to sports, yoga and physical education activities should be created in single sex—boys, single sex—girls and co-education schools
- Orientation programmes should be organised to sensitise Head teachers, physical education and yoga teachers, girls and boys and even the parents and community so that the stereotyped perceptions of all concerned change with time and space. This will help in enhancing the participation level of girls in different physical activities and will break even the gender stereotypes
- In a co-education school, segregation of sports and physical activities among boys and girls should not be encouraged. Instead physical education, yoga and sports teachers should make a conscious effort to form mixed teams and girls should get a conscious attention and constant motivation to play games together
- Sports women of distinguished achievements and eminence should be invited to schools and in other school functions as role models for girls. Parents and the community should also be provided with the opportunity to interact with the sports women of eminence. This may help in changing stereotyped perceptions and orthodox views about certain games and may motivate them to allow girls to participate in physical activities
- Stigmas attached about masculine development in girls because of sports and physical activity should be eliminated by organising seminars. Parent Teacher Associations (PTAs) could become the forums to discuss such issues and for bringing the awareness

(c) Eliminating gender bias and gender stereotyping in the choice of different sports and physical education activities

- Girls and boys need to be provided opportunity to play together in co-education schools. Thus to do this mixed teams should be encouraged and girls in the team should not be neglected as this may become one of the reasons for demotivation among girls for not participating in the physical education classes.
- Women physical education and yoga teachers should be employed in co-education schools. In single sex girls schools also women physical education and yoga teachers should be employed as it is very likely that girls will come forward willingly to play and participate. The presence of women teachers will be a reason to eliminate any biases and stigmas attached to this field among girls.
- Choices to play and participate in all kinds of physical activities should be given to both girls and boys.
- Achievements of girls and women in sports should be emphasised and biographies of some eminent sports women of India should be included in the content areas such as science and languages.
- Adequate intake of calories and balanced nutrition particularly for girls and women during physical activity, menstruation and other times should be discussed thoroughly.
- Benefits of physical activities should be discussed while teaching and transacting certain topics in science related to overall muscular and physical development of limbs and organs. Gender inclusive visuals should be incorporated. Topics explaining the development of male and female hormones during puberty in girls and boys and their relationship with physical activities should be clearly transacted among girls and boys. Inhibitions, if any, should be carefully tackled.

WOMEN POWER IN INDIAN CRICKET



- Girls should not be forced to participate in various physical activities Concepts should be made clear Problems should be understood Proper counselling should be given to them and teachers should be trained to be gender friendly
 - Proper dress codes for girls and boys during carrying physical activities such as yoga and other games should be well maintained School authorities should take due care in this matter of dress code
 - Failure among girls in this area should not be made a point of mockery Instead efforts should be continued to constantly motivate them
- (d) Sensitizing the physical education, sports and yoga teachers for promoting quality and serious sports among girls**
- Inservice training and orientation programmes should be organised for sports, physical education and yoga teachers to improve the quality of sports and to promote seriousness about it in schools particularly among girls
 - Teachers should be exposed to latest development and techniques in this area and girls should also receive benefits of such exposure from their teachers and other experts
 - Teachers should be sensitized to be gender friendly and gender sensitive
 - Gender component should also be integrated in the pre-service and inservice training of physical education and yoga programmes

- Physical education and yoga teachers should be given opportunity to pursue their area of expertise in the school instead of being the stop gap arrangements for other subject areas. In this process they lose seriousness of pursuing quality sports and become the spare parts. Girls should not become the victim of such situations. Instead maximum opportunity to prove themselves should be provided to the teachers and the girls as well. Adventure sports such as trekking, climbing, skiing, skating and river rafting etc should be introduced at the school level particularly for girls and risk taking ability should be cultivated in them. This will make girls bold and inculcate in them the guts to face any difficult situation in life.
- (e) Furthering the cause of sports in India particularly for girls and women at the level of the policy and its implementation**
- The efforts of the Government in promoting women's sports should be disseminated extensively amongst teachers, girls and women, and the parents and the community. The National Sports Policy and the component related to girls and women and other schemes like incentives, scholarship programmes particularly meant for girls and women should be discussed with the girls and their parents. Thus consciousness about the importance of sports and games will be created authentically.
 - Researches carried out in the area of sports should be extensively disseminated among girls and women and the teachers. More researches related to women's sports need to be encouraged and adequate funds should be made available. The important findings should be disseminated at the school level.

- The efforts should be made to reduce the gaps in women's sports policy, programmes and the schemes, and their proper implementation. Suitable procedures need to be developed for implementation. To do this gender sensitive orientation programmes should also be carried out for persons involved in the implementation of the policy, programmes and schemes.
- Job security and its assurance needs to be promised to the promising women in sports and physical education. Vacancies lying unfilled in schools should be filled on time. More job avenues for girls and women in this area should be assured.
- Girls should be made aware of various career avenues in the area of sports. They should be encouraged to pursue for entrepreneurship in sports equipment and related fields, as teachers, as trainers, as coaches, and as knowledge experts to carry out researches etc etc. The understanding of each of these fields should be extensively discussed with girls in schools and even among women teachers.



Primary Years in Full Swing

Institutional Schedule

- (b) Yoga Teacher _____

- Yoga Hall** () **Sports Equipment** ()

5 If Sports Equipment Yes, does the school have equipment for following sports

Cricket Yes/No

Basket ball Yes/No

Football Yes/No

Volleyball Yes/No

Hockey Yes/No

Badminton Yes/No

Squash Yes/No

Table Tennis Yes/No

Lawn Tennis Yes/No

Any other, specify Yes/No

6 Does the school have sports fund? Yes/No

7. Does the school have facilities for the Indoor games? Yes/No
If yes, please mention the indoor games

8 Does the school have its annual Sports Day? Yes/No

9 How many periods per week in the time table are allotted to physical education? 1/2/3

10 How many periods per week in the time table are allotted to yoga? 1/2/3

11 Please mention the games played by Girls_____ Boys _____

12 What is the level of participation of girls in outdoor sports?

High _____ Average _____ Low _____

- 13 Do the girls and boys play together? Yes/No
If yes, please mention what are the games played by them together?

- 14 Do the boys like to play the gender stereotyped games like kho-kho and skung? Yes/No
- 15 Do the girls like to play the gender stereotyped games like cricket and hockey? Yes/No
- 16 What are the incentives given by the school to the outstanding girls and boys in sports and physical education?

Definition of Relevant Terms

- 1 *Gender* can be described as a culturally defined pattern of behaviour and social interaction ascribed on the basis of sex. The term is particularly related to femininity and masculinity
- 2 *Gender Bias* exists when either sex male or female is treated less favourably than another would be in the same or similar circumstances because of the beliefs that people's abilities are determined by their sex. People are treated on this belief consciously or unconsciously
- 3 *Gender Stereotyping* occurs when certain behaviours are considered to be predominantly appropriate and expected for either males or females without consideration of individual interests and abilities
- 4 *Gender Inclusive Resource and Curriculum* by its content, illustration, language and methods gives value and validity to girls and women, their knowledge and experience, equally with boys' and men's knowledge and experience by individual interest and ability, rather than according to sex role stereotypes
- 5 *Non-Sexist* approach is applied to attitudes, behaviour, practices and systems which accept individual differences in personality and capability and are opposed to the rigid definition and imposition of sex roles

- 6 *Gender Equity* Gender equity exists when both males and females are expected and encouraged to pursue interests, subjects, careers and lifestyles which are determined by individual interest and ability, rather than according to sex-role stereotypes

"Winning is'nt the end of the world"

—David Pleat

"The cheerful loser is the winner"

—Frank

Section-VI

- **Policy Initiatives and Schemes**

Policy Initiatives and Schemes*

I. Policy Initiatives

The Ministry of Youth Affairs & Sports was initially set up as the Department of Sports in 1982 at the time of organisation of the IX Asian Games in New Delhi

Sports promotion is primarily the responsibility of various National Sports Federations. The role of the Government is to create the infrastructure and promote capacity-building for broad-basing sports as well as for achieving excellence in various competitive events at the national and international levels. The Ministry's schemes are geared towards achieving these objectives.

Sports

Sports, in the modern era, are highly competitive. They involve intensive training, technical competence and scientific inputs. Since international sports events showcase our national pride and power, sports persons have to put in their best. India, recognizing the importance of sports and games, took the initiative of organizing the inaugural Asian Games at Delhi in 1951. Later, the 9th Asian Games were also hosted in Delhi in 1982. These brought laurels to the country, gave a much-needed impetus to sports and also enhanced tremendously the sports consciousness of the people. A separate Department for sports was created by the Government in 1982 and the first National Sports Policy was announced in 1984. Appreciating the great importance of youth and sports in the life of the nation, the status of the Department has now been elevated to that of a Ministry. In keeping with the contemporary and future needs, the Government of India is in the process of evolving a new National Sports Policy.

* Annual Report 1999-2000, Department of Youth Affairs and Sports, Government of India

National Sports Policy

The National Sports Policy was initially formulated in 1984. Taking into account the emerging needs and in order to further introduce necessary changes, a draft New Sports Policy was formulated in 1996. Since then, the draft Policy has been discussed in a number of meetings held with sports persons of eminence, officials of National Sports Federations, State Governments and other concerned agencies. It was also circulated to Members of Parliament and to different Ministries/Departments concerned with promotion of Sports in the country. The outcome of various meetings and suggestions and recommendations offered by various persons and organisations, have been considered and suitably incorporated in the draft National Sports Policy. The Sports Policy is now in its final shape.

II Major Schemes

Sports Authority of India (SAI) through its Regional Centres located at Bangalore, Gandhinagar, Delhi, Chandigarh, Calcutta and Imphal and Sub-centre at Guwahati is implementing various sports promotion schemes. The Regional Centres are equipped with sports science back-up and also provide conducive atmosphere and facilities for training of budding talent. Apart from these Regional Centres, SAI has Academic Wings at NSNIS, Patiala and LNCPE, Thiruvananthapuram. SAI also has a High Altitude Training Centre (HATC) at Shillaroo (HP).

The different sports promotion schemes of SAI, which were formulated during the VII Five-Year Plan for promotion of sports at grassroots level, were reviewed at different fora from time to time. These schemes were last reviewed by the SAI Governing Body at its meeting held on 16.10.1998 when it was recommended that SAI should aim at creating a training base for about 10,000 children @ 100 trainees per crore of population.

1. *National Sports Talent Contest (NSTC) Scheme*

This scheme introduces the concept of stay, play and study in the same school. This scheme is designed to select genetically gifted and physically fit children in the age group of 8-14 years and groom them scientifically in SAI adopted schools. Selection to the scheme is based on a battery of tests to identify persons endowed with good motor qualities and physical growth, having future potential for excellence subject to age verification and medical fitness. The selected trainees are given scientific training in one of the ten identified Olympic disciplines of Athletics, Badminton, Basketball, Football, Gymnastics, Hockey, Swimming, Table Tennis, Volley ball and Wrestling. The number of trainees to be admitted in each discipline is based on team requirement, optimal utilisation of infrastructure available, etc. In order to tap the rural youth, there is a scheme for adoption of *Akharas*. Under the scheme, talented boys under 14 years of age, are adopted by SAI under the NSTC Scheme and a stipend given towards diet and school expenses. Under the new concept for wider coverage of trainees without increase in the financial outlay during 2000-2001, 32 adopted schools and 2 *Akharas* were functional with 971 trainees.

2. *Army Boys Sports Company (ABSC)*

This Scheme is an extension of the NSTC Scheme for training sub-junior boys in the age group of 8-14 years. Under the ABSC Scheme, the Army has joined hands with the Sports Authority of India to nurture talented boys. Selection is based on a battery of tests similar to those prescribed for NSTC. The selected trainees are inducted in identified regimental centres of the Army. SAI bears the cost towards equipment,

boarding, lodging, sports kit, etc. In the year 2000, a decision was taken to consolidate the existing 16 ABSC centres into 8 in order to provide better facilities and to enable better management of the scheme in a cost effective manner. In 2000-2001, 691 trainees are being trained under the ABSC Scheme at 8 Regimental Centres of the Army in the disciplines of Athletics, Archery, Basketball, Boxing, Gymnastics, Hockey, Kayaking & Canoeing, Football, Swimming, Rowing, Volleyball & Wrestling.

3 *SAI Training Centres (STC) Scheme*

The Training Centres Scheme of SAI came as the result of a decision by the Governing Body of SAI in May 1995 to merge the Sports Hostel Scheme and the Sports Project Development Area into a consolidated Scheme. Each Training Centre caters to 3-4 disciplines. Selection is based on a battery of tests and on merit for those who have secured positions at District, State and National Competitions. The Training Centres Scheme forms a natural corollary to the sub junior schemes of SAI by inducting trainees in the age group of 12-21 years (relaxable in the case of outstanding sports persons). These trainees are then assessed in their chosen disciplines and finally selected to undergo in-house training at various SAI Centres. At Training Centres, sports facilities, equipment and services of qualified coaches are available along with scientific back up.

In order to give further boost to the STC Scheme and wider coverage to the North-East Region, 6 new centres were opened. In addition to the 17 disciplines in which training was being imparted, 10 new disciplines were introduced during the year 2000 to provide training to a wider number of competitive sports. Disciplines covered in 2000-

2001 are Athletics, Archery, Badminton, Boxing, Basketball, Cycling, Football, Kabaddi, Rowing, Gymnastics, Hockey, Judo, Swimming, Volleyball, Wrestling, Taekwondo, Karate, Wushu, Weightlifting, Canoeing & Kayaking, Shooting, Fencing, Table Tennis, Handball, Sepak Takraw, Tennis and Squash. As a result of increased number of centres and disciplines, 3874 trainees are being trained in 27 disciplines in 47 training centres in the year 2000-2001.

4. *Special Area Games (SAG) Scheme*

The Special Area Games Scheme, is being implemented to scout and nurture natural talent for modern competitive games and sports from tribal, rural, coastal and hilly areas of the country and also from regions where genetically gifted individuals are located for excellence in a particular sports discipline. In order to utilise available facilities at the SAG Centres to an optimum level, it was decided to increase the number of trainees by introducing the Day Boarding Scheme wherein a maximum of 10 day boarders per Centre were allowed to receive training along with regular SAG trainees.

In 1999-2000, it was decided to increase the number of trainees through rationalization in existing disciplines, for optimal usage of the infrastructure facilities available and the minimum ideal requirement for team or competitive purposes. New disciplines were introduced based on requisite infrastructure available at the centre, mainly based on identified "priority disciplines". A significant increase in trainees of SAG has been achieved. In the year 2000, 4 new SAG centres and 2 associated centres were established. The disciplines in which training was being imparted were increased from 17 to 21. As a result of new initiatives, 1023 trainees (up from 685 in 1999) are being trained in 21

disciplines at 12 SAG centres and 3 associated centres in 2000-2001. The disciplines covered Athletics, Archery, Boxing, Cycling, Football, Kabaddi, Taekwondo, Karate, Wushu, Gymnastics, Hockey, Judo, Swimming, Volleyball, Wrestling, Weightlifting, Rowing, Sailing, Shooting, Fencing and Canoeing and Kayaking. Each Training Centre caters to 3-4 sports disciplines.

5. Centre of Excellence

As a natural corollary to the Sub-Junior and Junior Schemes, the Centres of Excellence are an extension of the SAI Training Centres Scheme. A scheme has been introduced to set up Centres of Excellence at all the six Regional Centres of SAI to attract and train meritorious sports persons with potential for international level excellence. Selection to the Centres of Excellence is done on merit from amongst outstanding sports persons who have won medals or distinguished themselves at the senior National level competitions for further training at the Regional Centres of SAI for nearly 200 days in a year. They are provided with the state-of-art facilities, equipment and scientific back-up along with specialised training. These Centres of Excellence would, in fact, be operating as regular coaching camps for the best available talent in India and provide two or possibly three concurrent layers of highly skilled sports persons—giving a wider choice of talent and continuity for later selection to National Teams.

During 2000-2001, 278 trainees are being trained at 6 Centres of Excellence at SAI Regional Centres, in the disciplines of Athletics, Boxing, Volleyball, Wrestling, Billiards, Shooting, Cycling, Wushu, Taekwondo, Karate, Judo, Gymnastics, Hockey, Badminton, Swimming, Lawn Tennis, Kabaddi, Table Tennis and Weight lifting.

6 Sports Academies

The scheme of Sports Academies is part of the Centres of Excellence concept, the only difference being that the former is implemented in association with and funding (partially or fully) from the Corporate Sector. A new model scheme for setting up of Sports Academies with the participation of the sponsor(s), SAI and the respective Sports Federation has been formulated and circulated to various industrial houses, both in the public and private sector. The Sports Academies are aimed at training talented sports persons in the senior age group by providing them nourishing diet, proper coaching facilities and scientific support on a long term basis. Under the new model scheme, the Academies may either be residential or non-residential. Details of the existing Academies in 2000-2001 are as follows

- 1 Hockey Academy with Air India (residential) at Delhi,
- 2 Hockey Academy with SAIL (residential) at Rourkela for tribal players,
3. Table Tennis Academy with Petroleum Sports Control Board (residential) at Ajmer,
- 4 Handball Academy with SAIL (residential) at Bhilai,
- 5 Volleyball Academy with Brihaspati Sports Academy at Narayanpur (M P),
- 6 Basketball Academy with C A B T at Indore,
- 7 Rural Sports Academy for Wrestling at Mungeshpur (Delhi),
- 8 Hockey Academy with Babu Memorial Society at Lucknow

7. *National Coaching Scheme*

This scheme caters to the objective of broad basing sports throughout the country and provides scientific training to achieve excellence in sports. Under this scheme, SAI coaches are provided to the State Govt /UT Administrations on a matching basis for State Coaching Centres and District Coaching Centres. SAI coaches are also utilised to impart training to young sports persons under its various schemes, which include regular coaching scheme in SAI stadia at Delhi, and at its Regional Centres. Coaches are also posted at various SAI adopted Schools and Akharas (NSTC), Army Regimental Centres (ABSC), SAI Training Centres (STC), SAG Centres, Centres of Excellence, and Sports Academies. In addition to this, SAI coaches are also involved in the training of National Campers and assisting the Academic Wing in conducting of Diploma and Masters Course in coaching in different sports disciplines. A few SAI coaches are also posted in the Kendriya Vidyalayas, Navodaya Vidyalayas and some Universities.

In 2000-2001, SAI had 1600 coaches on its rolls. During the year several new initiatives were taken which included creating a panel of senior coaches for conducting national camps, inducting senior coaches into monitoring committees to monitor the work and performance of coaches. In addition, incentives were provided to coaches in the form of cash awards for producing state, national and international level champions.

Infrastructural Support to Sports Persons

1. Central Pool of Technical Sports Equipment

The Central Pool of Technical Sports Equipment located at Corporate HQ, New Delhi is responsible for procurement of sports equipment, which is provided on loan basis to various Sports Federations and Sports Bodies involved in promotion of sports. Equipment is also provided for National Coaching Camps and regular trainees to prepare for National/International Competitions.

2. Medical Centre/Sports Science/Dope Control Laboratory

There are 42 Sports Scientists on the rolls of SAI, who provide vital inputs in performance enhancement of the sports persons by regularly monitoring their psychological and physiological parameters and suggesting ways of improvement. The Medical Centre at SAI Corporate Office, Delhi is well equipped with medical and scientific facilities, besides having the only Dope Control Laboratory in the country. The Medical Centre provides medical cover to various sports persons, SAI trainees and coaching camps. Medical Cover is also provided to participants of various National and International Competitions held in Delhi and SAI stadia. In 2000-2001 special emphasis was put on activating the sports science units of SAI at Delhi and its Regional Centres. In order to make optimum use of available Sports Science infrastructure/personnel at SAI in developing sports excellence, it was decided to integrate sports sciences with coaching. In addition, SAI has launched a Certificate Course in Sports Sciences. The Sports Scientists are being deputed for advanced studies/training in their respective disciplines in India and abroad to improve their capabilities and performance.

All sports science units are being upgraded and the scientists are made to interact with coaches and sports persons in a co-ordinated and planned manner to improve performance

During 2000-2001, medical facilities were availed by 18,585 persons, including 994 National Campers and trainees of SAI regular coaching schemes. Physiotherapy was provided to 875 persons, X-Ray's were taken of 296 persons, ECG was conducted on 23 persons and massage was given to 173 sports persons. 99 persons underwent clinical laboratory tests and minor O T was performed on 14 individuals. Total medical check-ups were conducted on 276 persons. Medical cover was provided to 31 National Campus and 15 State/National/International Sports events. The SAI Medical Centre sent 50 persons, including medical/scientific staff and coaches/life guards for First Aid and Medical Resuscitation Training.

Sports Psychology: SAI Sports Psychologists evaluated 885 sports persons of different level during the year 2000. A total of 416 sessions (of 40 minutes per individual) were held. SAI Psychologists made 21 visits to various centres of SAI. 10 Research projects of varied topics were initiated and completed. A total of 10 Workshops, Lectures, Orientation Courses for sports persons were conducted, besides attending various national and international conferences.

Sports Nutrition: SAI nutritionists assessed 1049 subjects, including 317 national campers and 777 SAI trainees for their nutritional status on the basis of BMI, BMR, TDEE, TDEI, Energy balance, target/ideal fat % and fat mass etc. 507 counselling sessions were conducted to give nutritional counselling to sports persons. Fat Loss and LBM GAIN

programmes were conducted on 12 subjects in 123 muscles stimulation sessions in addition to diet counselling Carbo-loading was conducted with marathoners Visits were undertaken to various SAI centres and counselling sessions held with sports trainees Regular visits paid to the National Campers Mess to check the hygiene of the catering and to ensure that menus for 4 specific diets (as per the requirements of particular sports persons) were being implemented Nutritional awareness programmes were conducted in 19 group sessions In addition, workshops, lectures, slide shows were conducted at various centres and universities and a paper was presented at the National Psychology Conference at Haridwar

Anthropometry: Anthropometric tests were carried out on 769 sports persons including National Campers, SAI trainees and trainees of the regular coaching scheme The tests included somato type, body composition, flexibility, back and grip strength and body proportions Suggestions were also provided for change in sport discipline based on anthropometric variables Tests were carried out on athletes, shooters, boxers, hockey players, cricketers, pole vaulters, marathoners, judokas, wrestlers, archers, weightlifters and basketball players Studies/projects were conducted on runners, women hockey players, wrestlers and tennis players Lectures were conducted at Guru Nanak Dev University, and a paper "Anthropological Profile of Indian Women Wrestlers" was presented at the National Sports Psychology Conference held at Haridwar from 17th-19th Oct , 2000

Dope Control Lab: Tests were carried out at the SAI Dope Control Laboratory on 356 sports persons during/before coaching camps and selection trials. Random testing was also conducted on the National teams. Dope tests were carried out at the request of National Sports Federations and during important domestic competitions. Upgradation work was carried out on High Pressure Liquid Chromatography equipment. Standardisation/Calibrations of IOC Banned Drugs were carried out. These included tests on use of Phenylpropanolamine and Pseudo Ephedrine, Anabolic Steroids, Narcotic Analgesics, Bendroflumethiazide, and Amineptine.

Schemes of the Ministry Implemented by Sports Authority of India on Agency Basis

The following schemes of the Ministry of Youth Affairs and Sports are implemented by the Academic Wing of SAI located at Netaji Subhas National Institute of Sports (NIS), Patiala on an agency basis:

- (i) National Sports Festival for Women
 - (ii) Rural Sports Programme
 - (iii) North East Sports Festival
 - (iv) Sports Talent Scholarship Scheme
- (i) The **National Sports Festival for Women** aims to promote sports among women and discover talent at the block, district, State/UT and National level. Competitions are organised at all levels in 12 identified disciplines. In the year 2000-2001, national level competitions were organised under the following 3 groups.

Group-I Competitions were conducted at Delhi in the disciplines of Tennis, Table Tennis, Swimming and Badminton 384 sports persons and officials from 20 States took part in the competitions

Group-II Competitions were conducted at Jaipur in December 2000 in the disciplines of athletics, handball, kabaddi and volleyball

Group-III Competitions are proposed to be held at Haldia, West Bengal in February 2001 in the disciplines of Basketball, Hockey, Kho-Kho and Gymnastics

(II) The **Rural Sports Programme** is implemented to broad-base games and sports and tap talent from far-flung and rural areas This programme was launched in 1970-71 with a view to strengthening sports at the grass-root level and provide an opportunity to rural youth for entering the National mainstream of sports, specially in the North Eastern Region Competitions are held at block, district, state/UT and National levels in 10 identified disciplines for which financial assistance is provided by the department The All India Sports Tournaments were conducted in two groups during the year 2000-2001

Group-I 1146 Sports persons from 17 States participated in the competition held at Bangalore in the disciplines of Archery, Football, Weightlifting, Volleyball and Kho-Kho

Group-II 1078 Sports persons from 19 States participated in the competition held at Bhopal in the disciplines of Athletics, Kabaddi, Hockey, Wrestling and Tug-of-War

(III) The **North East Sports Festival** was introduced by the Government of India to encourage and broad-base sports and tap potential talent in the North Eastern States. This area abounds with sports talent, many of whom have made their name in National and International sports events. Under the programme, 8 states are covered—Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The NE Sports Festival for the year 1999-2000 was held in January-February 2000 in 12 disciplines at Tinsukia, Assam wherein 854 sports persons and officials participated.

(IV) **Sports Talent Scholarship Scheme:** This Scheme aims to assist talented young boys and girls for their outstanding performance in sports. Scholarship is provided at State Level, National Level and University/College Level. There is a provision for special scholarships for women also. A total of 12143 applications were received under various categories for receipt of scholarship of which 6425 have been finalised and proposed for award of scholarship in 2000-2001.

Academic Wing of SAI

- (i) The Academic Wing of SAI consists of Netaji Subhash National Institute of Sports at Patiala and Lakshmibai National College of Physical Education, Thiruvananthapuram. Activities of the Academic Wing of SAI include providing Courses in Coaching (various disciplines) and Physical Education.

1. SAI NIS, Patiala

(i) Diploma Course

One Year Diploma Course in Sports Coaching in various disciplines at Patiala (251), Bangalore (115) and Calcutta (81) Discipline wise details are given below

<i>Sl No</i>	<i>Name of the Centre</i>	<i>Discipline</i>
1	NSNIS, Patiala	Athletics Badminton Basketball Boxing Cricket Cycling Fencing Football Gymnastics Handball Hockey Judo Swimming Table Tennis Tennis Volleyball Weightlifting Wrestling
2	SAI, NS Southern Centre, Bangalore	Athletics Hockey Kho-Kho/Kabaddi Softball Swimming Taekwondo Tennis Volleyball

3	SAI, NS Eastern Centre, Kolkata	Archery Athletics Boxing Football Sepak Takraw Wushu Canoeing & Kayaking
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(ii) Master's Course

13 students are attending the Two Year Master's Course in Sports Coaching in various sports disciplines for the years 1999-2000 and 2000-2001 at Patiala. The following disciplines are taken up at Master's Level,

- 1 Athletics
- 2 basketball
- 3 Gymnastics
- 4 Football
- 5 Weightlifting
- 6 Volleyball
- 7 Hockey

(iii) Post Graduate Diploma Course

(iv) Refresher Course for SAI Coaches

(v) Six Week Course in Sports Coaching

A six-week certificate course for Physical Education Teachers and other sports related individuals are conducted

(vi) I O C Solidarity Course

2. Lakshmibai National College of Physical Education (LNCPE), Thiruvananthapuram

The college is dedicated to the promotion of Physical Education and Sports in the country. Its main objectives are to prepare competent and skilled leaders in the field of physical education, sports and games and to serve as a Centre of Excellence for research in allied areas.

Presently, the Institute offers the following courses:

- | | | |
|-------|--|-----------|
| (i) | Bachelor of Physical Education | (3 years) |
| (ii) | Master of Physical Education | (2 years) |
| (iii) | Post Graduate Diploma Course in Health and Physical Fitness Management | (1 year) |
| (iv) | Post Graduate Diploma in Adapted Physical Education | (1 year) |

Physical Education Course

The following courses are conducted:

- 1 BPE-I
- 2 BPE-II
- 3 BPE-III
- 4 MP-I
- 5 MP-II
- 6 PGDAPE
- 7 PGDFM

Promotion and Health Fitness Programme

Following programmes are organised:

- (a) Upgradation of SAI Fitness Centres at various Regional Centres
- (b) Suggestion to Corporate Houses for setting up Health and Physical Fitness Centres for their staff
- (c) Launching of mass physical fitness and health consciousness programmes

Development of Excellence for International Competitions

To prepare for India's participation in major international sports events viz Olympics, Afro-Asian Games, Asian Games and Commonwealth Games, the Ministry and SAI interacts with the National Sports Federations of different sports/games Long Term Development Programmes (LTDPs) are formulated and action initiated in the disciplines of Archery, Athletics, Badminton, Boxing, Canoeing, Chess, Equestrian, Football, Gymnastics, Hockey (Women), Hockey (Men), Judo, Kabaddi, Rowing, Shooting, Swimming, Squash, Table Tennis, Tennis, Volleyball, Weightlifting, Wrestling, Yachting, Cycling, Golf, Handball, Fencing and Billiards and Snooker

As a part of LTDP, National Coaching Camps are held at Regional Centres of SAI to prepare the National teams for tournaments at the international level SAI in association with the National Sports Federations, and with approval of DYAS, identifies the disciplines in which the Indian Teams would participate in International competitions and provides support in terms of foreign coaches/experts, foreign exposure of the teams, facilities for coaching and equipment

Utilisation of SAI Stadia

The following stadia in Delhi, created/renovated for the IX Asian Games held in 1982, are maintained and utilised by SAI for training of sports persons and as venues for holding National/International sports events

- 1 Jawaharlal Nehru Stadium
- 2 Indira Gandhi Stadium
- 3 National Stadium
- 4 Talkatora Swimming Pool
- 5 Dr Karni Singh Shooting Ranges

Creation/Maintenance of Infrastructure

A scheme of Utilisation of Interest on Corpus Fund has been formulated. Priority works are identified and the progress is made from this fund against the priority works identified, e.g. 2 60 crores per year have been made available w.e.f. the end of 1998-99 for completing the infrastructural facilities at SAI Sub-Centre, Guwahati, SAI NS NEC, Imphal, SAI NSEC, Kolkata, SAI NS NIS, Patiala, SAI NSWC, Gandhinagar, SAI NSSC, Bangalore, SAI NSCC, Delhi, and SAI LNCPE, Thiruvananthapuram.

INFRASTRUCTURE SCHEMES

Grants for Creation of Sports Infrastructure

Under the Scheme of Grants for Creation of Sports Infrastructure, grants are given to State Governments, UT Administrations, Local Statutory Bodies (such as Municipalities, Municipal Corporations/Notified Area Committees/Cantonment Boards) and registered voluntary organisations active in the field of sports. Grants can be availed by them for development of playfields, construction of indoor/outdoor stadia/facilities, swimming pools/water sports infrastructure other than swimming pool such as Jetty boat houses, etc., winter sports infrastructure, shooting ranges and additional facilities in existing sports structures. In addition, State/UT Governments are also assisted for construction of district/State level sports complexes. Financial assistance is rendered subject to the cost being shared between the Union Government and the sponsoring agency/State Government concerned in the ratio of 75:25 in respect of Special Category States, hilly/tribal areas, and 50:50 in the case of other areas. The Central

assistance is limited to the ceilings under the scheme Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti/State/UT Administration will also be eligible to avail assistance upto Rs 5 00 lakh for construction/improvement of certain facilities in their schools Adequate attention is being paid to the infrastructure proposals from North Eastern States

Grants to Rural Schools for Sports Equipment and Playfields

This is a sub-scheme of the main scheme of 'Grants for Creation of Sports Infrastructure' Secondary/Senior Secondary schools located in rural areas and fulfilling the conditions (e g availability of playfield of the requisite size and a regularly appointed physical education teacher, etc) are given grant up to a maximum of Rs 1 50 lakh for development of playfield and/or purchase of consumable/non-consumable sports equipment There is no matching contribution required against this grant either from the State/UT Governments or the school Only one school per year per block and not exceeding two schools per block during a Plan period, are provided assistance under the scheme Schools in the hilly areas have been made eligible for grant for fencing of playground also Under this scheme, North-Eastern States are responding very well

Promotion of Sports in Universities and Colleges

Under the scheme of 'Grants for Promotion of Sports in Universities and Colleges', Central assistance is provided to the universities/colleges for development of playgrounds and construction of indoor stadium/swimming pool in the ratio of 75 25 in the case of Special Category States and in the ratio of 50 50 to all other States, subject to certain ceilings Assistance is also given for purchase of sports

equipments upto the ceiling of Rs 3 00 lakh without any matching share from the institutions The Association of Indian Universities (AIU) is also provided assistance for holding coaching/training camps for student sports persons, inter-university tournaments and for participation in international tournaments Maulana Abul Kalam Azad Trophy, a Rolling Trophy, is awarded every year to the overall winner of inter-university tournaments This year, the trophy was awarded to the Guru Nanak Dev University, Amritsar for winning 1st position in the inter-university tournaments of 1998-99 Cash incentives of Rs 1 00 lakh, Rs 50,000/- and Rs 25,000/- are given to the universities winning the first three positions, for purchase of sports equipment Adequate attention is being paid to the infrastructure proposals from North Eastern States

Grants for Installation of Synthetic Surfaces

Under this scheme, States/UTs, State Sports Councils/Authorities, Sports Authority of India, National Sports Associations/Federations, Services/Railway Sports Control Boards, local bodies and universities/colleges/schools are provided central assistance Assistance is also made available to the public/private sector enterprises which are running sports academies or sports hostels for promoting sports excellence Under the scheme, assistance upto Rs 1 00 crore or 50% of the estimated cost whichever is less, is provided for laying or replacement of the hockey surface and athletic track only

SPORTS SCHOLARSHIP SCHEMES

The scheme of Sports Scholarships was launched in 1970-71 with a view to assisting the young talented boys and girls for securing outstanding performance The Scheme has been recently revised, enhancing the rate of scholarships so that sports scholars can be offered nutritious diet, sports equipment and pursue sports as a career

(A) The scholarships are of the following three categories:

- (i) State-level Scholarships** under which scholarship @ Rs 450/- per month i.e Rs 5400/- per annum will be provided to sports persons excelling at State level
- (ii) National level Scholarships** under which scholarship @ Rs 600/- per month i.e Rs 7200/- per annum will be provided to sports persons excelling at National level
- (iii) University/college level Scholarships** under which scholarship @ Rs 750/- per month i.e 9000/- per annum will be provided to sports persons excelling at the university and college level competitions

(B) Special Scholarships for Women

These have three components, namely,

- (i) Scholarship for senior women champions**, under which scholarship @ Rs 1000/- per month i.e Rs 12,000/- per annum will be provided
- (ii) Scholarship for women doing Diploma in sports coaching at a SAI Centre**, under which scholarship @ Rs. 6000/- per course will be awarded
- (iii) Scholarship women doing M Phil/Ph D in Physical Education**, under which scholarship @ Rs 6000/- per annum will be awarded for a maximum period of 3 years

SPORTS AWARDS

Rajiv Gandhi Khel Ratna Award

This Scheme was launched from the year 1991-1992 with the objective of honouring sports persons to enhance their general status and to give them greater dignity and place of honour in society. Under this scheme, an amount of Rs 3 00 lakh is given as award for the most spectacular and outstanding performance in the field of sports by an individual sports person or a team. Shri Dhanraj Pillai was conferred the Rajiv Gandhi Khel Ratna Award for the 1999-2000 for his outstanding performance in Hockey.

Special Awards to Medal Winners in International Sports Events

Special Cash Awards ranging from Rs 75,000/-, Rs 15,00,000/- are given for winning medals in specific international sports events in disciplines which are included in the Olympic, Asian and Commonwealth Games. These awards are also given for victory in Chess and Billiards/Snooker. Special Awards are also given to junior sports persons for winning medals in the World, Asian and Commonwealth Championships. The basic objective of the awards is to provide an incentive to the achievers and an inspiration to the upcoming sports persons. It is also intended to help the sports persons of outstanding calibre to be able to maintain themselves with dignity and continue to give their best in further pursuit of sports of their choice.

Arjuna Award

The Arjuna Award, instituted in 1961, as the highest national recognition of distinguished sports persons, is given for outstanding performance by sports persons during the year for which it is given and the preceding three years. The scope of the award has been enlarged to

include such sports persons also as have made a life-time contribution to their discipline. The awardee is given a bronze statuette of Arjuna, a scroll of honour and a cash prize of Rs 1,50,000/- The awardee is also provided a ceremonial dress. From the year 1995, the award is given in the following three categories

(i) Olympic/Asian/Commonwealth Games, and Cricket

Under this category, all those disciplines of sports which are recognised for the Olympic, Asian and Commonwealth Games, as well as Cricket, are considered for award.

(ii) Indigenous Games

Awards in this category are given to sports persons outstanding in Indigenous Games.

(iii) Physically Handicapped Category

Awards under this category are given to outstanding physically handicapped sports persons who have excelled at the national and international levels.

The total number of sports persons who have so far been given the Arjuna Awards is 543.

Dronacharya Award

The Dronacharya Award, instituted in 1985, honours eminent coaches who have successfully trained sports persons or teams and enabled them to achieve outstanding results in international competitions. The awardee is given a statuette of Guru Dronacharya, a scroll of honour and a cash prize of Rs 2,50,000/- Thus far, a total of 25 Coaches have been honoured with this Award.

Maulana Abul Kalam Azad Trophy

The Maulana Abul Kalam Azad Trophy, instituted as a Running Trophy in 1956-57, is awarded annually to the university which has given the best all round performance during the year of the award. The winner receives a replica of the Trophy and a cash award of Rs 1,00,000/- which is to be utilised for acquiring sports equipment.

INCENTIVE SCHEMES FOR SPORTS

Assistance to Promising Sports Persons and Supporting Personnel

This scheme has been formulated by merging two schemes viz, 'Travel Grant to Sports Specialists' and 'Scheme of Scholarship for Training of Specialists and Outstanding Sports persons in Sports/Adventure abroad'. Under the scheme, assistance is given to promising sports persons for training and participation in tournaments abroad, for purchase of equipment, for scientific support and for training and participation in tournaments in the country. Supporting personnel are assisted for undergoing specialised training and for attending seminars, conferences of repute and major international sports events and for appearing in qualifying examinations. Assistance is also provided for holding national training camps for sports persons and supporting personnel within the country.

National Welfare Fund for Pension to Meritorious Sports Persons

The National Welfare Fund for Sports persons was set up in 1982 primarily to help the outstanding sports persons of yesteryears, who are living in indigent circumstances. This financial support is given generally

in the form of monthly pension upto Rs 2,500/- Lump-sum grants upto Rs 40,000/- are also given for medical treatment The sports persons who suffer from grievous or fatal injury in the course of participation in sports events during training are also helped At present, 46 sports persons are receiving pension under the scheme

Sports Fund for Pension to Meritorious Sports Persons

Governmental had launched this scheme in the year 1994 Under the scheme, pension is given to sports persons who win medals in Olympic games, World Cup/World Championship, Asian Games and Commonwealth Games While Olympic Games medalists and gold medalists of World Cup/World Championships are given pension @ Rs 2,500/- p m , the silver and bronze medalists of World Cups/World Championships and gold Medalists of Asian Games/Commonwealth Games are given pension @ Rs 2,000/- per month Pension is given from the age of 30 for lifetime The scheme is being operated through the Life Insurance Corporation of India At present, 227 sports persons are receiving pension under the scheme

OTHER SPORTS SCHEMES

Rural Sports Programme

The scheme of "Rural Sports Programme" was launched in 190-1 with a view to broadbasing games and sports and tapping the hidden talent in rural areas The scheme has two sub-components, viz , 'Organization of Sports Tournaments' and 'Organization of Sports Festival for the North Eastern Region' The scheme is implemented by the Sports Authority of India

National Sports Festival for Women

The scheme, started in 1975, aims at promoting sports amongst women. Under the scheme, national level competitions are preceded by lower level competitions (Block, District & State levels) for which States/UTs are provided financial assistance as per norms. The scheme is implemented through the Sports Authority of India.

Promotion of Sports and Games in Schools

The Scheme was introduced in 1986 with a view to raising the standard of sports at the school level and to encourage participation in inter-school competitions. Under this scheme, grant is given @ Rs 50,000/- per district and Rs 2,00,000/- per State/UT for holding district and State level inter-school tournament. The State performing the best at the national level tournaments is given an award of Rs 1,00,000/- alongwith a rolling trophy. The scheme is operated directly by the State/UT Governments.

National Sports Development Fund

National Sports Development Fund has been created by the Central Government with a view to mobilizing resources from Government as well as other non-government sources, such as private and corporate sector, non-resident Indians, etc., for promotion of sports and games. For making the contribution to the Fund attractive, 100% exemption from income tax on all contributions to the Fund has been granted. To begin with, the Government has made a contribution of Rs 200 crore during 1998-99. Apart from this, contributions of Rs 11.66 lakh have been received from different sources and matching Government contribution of Rs 11.60 lakh has been made.

Assistance to National Sports Federations

Financial assistance is given to National Sports Federation (NSF) for sending their teams abroad for training and participation in international tournaments, for holding international tournaments in India, for conducting national championships, and for procuring equipment. Assistance is also extended through Sports Authority of India for organizing coaching camps, for preparing national teams and for engaging the services of foreign coaches. Limited secretarial assistance is also provided by way of reimbursement of the salary of Joint/Assistant secretaries of the Federations. The requests for assistance are processed according to the guidelines laid down by the Ministry. The Indian Olympic Association is also assisted under the scheme.

INTERNATIONAL COOPERATION

Commonwealth Youth Programme (CYP)

CYP was established by Commonwealth Governments in 1974 to promote the wellbeing and development of young men and women in the Commonwealth countries. Its mandate orients it to work towards a society where young women and men are empowered.

CYP Asia Centre is one of the four CYP Regional establishments alongwith the Centres in Lusaka (Zambia) for the African region, Georgetown (Guyana) for the Caribbean region and Solomon Islands for the South Pacific region. The overall responsibility for CYP lies with the Commonwealth Secretariat Office at London. The activities of the CYP including the Asia Centre are directed by Gender and Youth Affairs Division of the Commonwealth Secretariat. The Asia Centre meets the specific needs of 8 Commonwealth Countries of the region, namely Brunei Darussalam, Bangladesh, India, Malaysia, Maldives, Singapore, Sri Lanka and Pakistan.

At present, there are three major strategic areas on which Commonwealth Youth Programme is concentrating

- (a) National Youth Policy,
- (b) Human Resource Development, and
- (c) Youth Empowerment

Exchange of Youth Delegations at International Level

The international exchange of youth delegations has been conceived as an effective instrument for promoting exchange of ideas amongst the youth of different countries and to develop better relations with other countries. Under this programme, youth delegations are exchanged with foreign countries for participation in various youth programmes, meetings, seminars, conferences, etc. India has Cultural Exchange Programmes/Joint Commissions with a number of countries and the same is increasing.

Youth and Sports Protocols

A protocol on 'Youth Co-operation and Sports' has been signed between the Govt. of the Republic of India and the Govt. of the Republic of Belarus on 20th January, 2001. Hon'ble Chairman of the State Committee of Belarus and the Hon'ble Minister for Youth Affairs & Sports, Govt. of India signed the protocol on behalf of their respective countries. The Ministry has also signed Protocols/Memorandum of Understanding for promotion of sports with countries such as Qatar, Mauritius, Cuba and Australia.

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Appendix

- **Some Eminent Sports Women of India: A Vivid Account**
- **Indian National Records: Women**
- **Asian Records: Women**
- **IAAF World Junior Records: Women**
- **Progress of Women Participants and Events in Olympic Games**
- **Arjuna Award: Women**



PT USHA
(Eminent Sportswoman)



12 13 14 15 16

P.T. Usha



P T Usha an unmatched legacy, has been the greatest Indian woman athlete She is the winner of four gold medals and a silver medal in the Asiad 1986 held at Seoul Trained by a retired Air Force Sergeant, O M Nambiar, Usha was an Olympic sensation at Los Angles in 1984 She narrowly missed the bronze in the 400 metres hurdles due to which the term 'Olympic discipline' for the first time got introduced Usha had created history by entering into the finals at Los Angles P T Usha's brilliant performance earlier at the Asian Track and Field meet at Jakarta, where she had acquired five gold medals, earned the undoubted praise of Asia's greatest sensational and wonder athlete Usha joined the Railways and got married, but she did not give up athletics The golden wonder athlete had made promises to train woman athletes to certain levels of achievement

Pilavuttakandi Thekkerparam Usha was born on 20th May, 1964 at Koothali, Kerala She entered into the 1st Nationals in 1978 for Inter-State athletic meet and competitions She played for the International

Meet in 1980 at Moscow After two silver medals in the New Delhi Asian Games in 1982, she became the first woman athlete of India to qualify for the finals of an Olympic event (400 meters hurdles) at Los Angeles in 1984 Only a hundredth of a second (a hair's breadth) lay between her and the winner of the bronze medal She was awarded with medals at the continental level in the years 1984, 1985, 1986, 1987 and 1989 In Seoul Asiad she won four gold medals apart from a silver and claimed to glory of 'Adidas Golden Shoe' An injury forced her to retire from the 1990 Beijing Asian Games After getting married and attaining motherhood, Usha made a comeback in 1993

The following is the chronological list of awards and achievements won by P T Usha

Olympic Games	Los Angeles, 1984 (4th in 400 meters hurdles heat)
	Atlanta, 1996 (Part of 4 x 400 m)
Asian Games	New Delhi, 1982 (Silver in 100 m)
	Kuwait, 1983 (Silver in 200 m)
	Hiroshima, 1994 (4th in 200 m)
	Seoul, 1986 (Gold in 200 m)
	Jakarta, 1985 (Gold in 100 m, bronze in 4 x 100 m relay)
	Beijing, 1990 (Silver in 400 m)

Asian Track and Field : Singapore, 1987
(400 m, 4 C relay)

New Delhi, 1989
(Gold in 200 m, 4 x 100 m relay)

Fukuoka, 1998
(Gold in 4 x 1 400 m)

National Records : 100 meters (11 39 seconds)
200 meters (23 25 seconds)
400 meters (51 61 seconds)
400 meters hurdles (55 42 seconds)

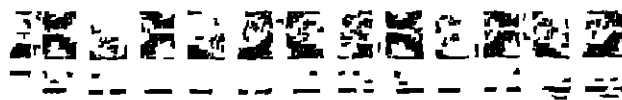
With the spirit of a fighter and a legendary zeal, P T Usha has realized her another dream - 'The Usha School of Athletics' with a hope to produce more world class women athletes and give to her motherland many more performers like her in the future

P T Usha has been honoured with "Padma Shri" and the "Arjuna Award" by the Indian Government





KARNAM MALLESIWARI
(First Indian woman to win an Olympic Medal)



Karnam Malleswari



Karnam Malleswari was the first Indian woman to ever win an Olympic medal. She won the bronze in the women's 69 kg category weightlifting at the Sydney Olympics in 2000 by lifting around 240 kg. CNN, an International TV channel on 21st September 2000 declared her as the Bronze Goddess.

Karnam Malleswari was born on 1st June 1975 in Srikakulam, Andhra Pradesh. Malleswari was married in 1997.

Following is the chronological list of prestigious awards and achievements won by Karnam Malleswari for weightlifting.

- National Championship in 52 kg body weight from 1990-91
- National Championship in 54 kg body weight from 1992-98. She broke her own records in the Senior National Weightlifting Championship in 1997, and India's first medal, a weightlifting silver in the 1998 Asian Games.
- 1994 Asian Championships, Korea, 3 golds
- 1994 World Championships, Istanbul: 2 golds, 1 silver
- 1995 Asian Championships, South Korea: 54 kg clean and jerk, gold (3 golds)

- 1995 World Championships, China event, Gold

Malleswari won with a new record by lifting 113 0 kg in the clean and jerk and beat the previous record of 112 5 kg set by China's Long Yuling in December 1993

- 1996 Asian Championships, Japan 1 gold
- 1997 Asian Games 54 kg class, clean and jerk, silver
- 1998 Asian Games, Bangkok 63 kg class clean and jerk, silver
- 1999 Commonwealth Women's records Malleswari holds all 3 records in the 63 kg class
- Asian Weightlifting Championships, Osaka, 2000

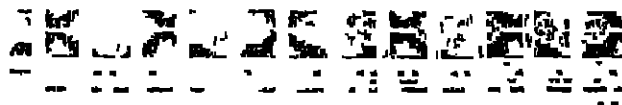
Malleswari wins gold in 63 kg snatch, but settles for overall 3rd in the women's Asian Weightlifting Championships.

Malleswari has been honoured with the Arjuna Award, India's highest award for sports stars





BACHIENDRI PAL
(First Indian woman to scale Mount Everest)



Bachendri Pal



Bachendri Pal was the first Indian woman who scaled Mount Everest. Bachendri was born on 24th May, 1954. Her father Kishan Singh Pal and mother Hansa Devi Negi lived in Nakuri, a small village on the right bank of the Bhagirathi Ganga, some 12 kilometres south of Uttarkashi. They had a small land where they grew crops, reared animals and also produced finished products and did some small tradings. They passed through many difficulties and preferred to remain poor and maintained their self-respect.

Bachendri was the third child and had two brothers and two sisters. Bachendri was the noisiest of all children and kept her parents on their toes. She was the only rebel in the family. Bachendri right from childhood lived in a world of dreams and fantasies and was very daring with lots of self control. The exposure to nature made her independent and fearless. She enjoyed trekking a lot. At the age of ten she explored woods and hill slopes. Bachendri was good in studies and excelled in outdoor activity and games. Bachendri worked and earned money to pursue her education. She did well in studies but better in sports. She was declared the best student of the course.

In October 1982 she joined an advanced training course. She learnt advanced climbing skills on rock, snow and ice. She also received training on planning an expedition. She climbed Black Peak or Kala Nag (6,387 m).

Bachendri climbed steep rocks, difficult paths to acquire better balance and to get over vertigo and fear of heights. Through all the activities she continued to become a competent climber. She attended the Gangotri screening camp in 1982 and climbed Gangotri-I (6,672 m) and Rudugaira (5,819 m) and gained confidence in her climbing ability. Soon after she was tipped for the final selection camp in September-October, 1983.

In February 1983, Brig Gyan Singh, Director of the National Adventure Foundation (NAF) came to Uttarkashi, selected seven women including her for scholarship.

A "Bhagrathi Seven-Sisters Adventure Club" was started to help other girls and women to find adventure and the scheme took care of monetary worries of trained girls and women. In June 1983, 25 sets of camping and trekking equipment were brought by the Brigadier to run two adventure courses for girls.

At till the end of August 1983, Bachendri Pal was invited to the first Himalayan Mountaineering and Tourism Meet in New Delhi when she met two super stars: the legendary Sherpa Tenzing Norgay who with Hillary was the first man to reach the top of Everest, and Japan's petite Junko Tabei, the first woman to have stepped on the highest pinnacle on earth.

Almost after the meet Bachendri joined the final selection camp for the Everest '84 expedition on Mana mountain beyond Badrinath

Earlier, there were two Everest expeditions in 1960 and 1962 respectively which had turned back due to bad weather at 200 m and 130 m of the summit. Out of 170 people of the world, so far four had been women who had climbed Everest. On October 18, 1983 Col P K Khullar declared that Bachendri would lead the team. Special protein rich foods, plenty of milk, greens and sugar were provided to match the very hard physical work.

The Everest expedition left Delhi for Kathmandu by plane on 7th March, 1984. At 1 07 p m on 23rd May 1984 Bachendri stood up on top of Everest. She was the first Indian woman to have done so. Climbing Everest fulfilled Pal's deepest aspirations and gave her everything that she desired.



SANTOSH YADAV

The first and the only woman in the world to have scaled Mount Everest with two successive climbs in less than one year

Santosh Yadav



Santosh Yadav is the first and the only woman in the world to have scaled Mount Everest several times, with two successive climbs in less than one year which was recorded in the Guinness Book of World Record in 1994. She has climbed a number of difficult peaks. In an exclusive interview to Education Times she said that mountaineering has come to her as a natural gift and now she is working towards the promotion of adventure sports.

Santosh Yadav was born in a village in Rewari district of Haryana and comes from a very traditional family. She is the only daughter in the family of five brothers. In spite of conservative mindset of the family towards the education of girls, Santosh Yadav paved her way into the school. She graduated from Maharani College Jaipur in Economics. She did some rock climbing in Maharani College Jaipur and that is where her interest in mountaineering got its culmination. She was attracted towards the Aravali mountains. She joined basic and advance courses in mountaineering from the Nehru Institute of Mountaineering, Uttarkashi and completed those successfully both with 'A' grade*. Mountains fascinated her so much that she started liking the thrill in this adventure.

sport Santosh Yadav has proved herself to be the quite tough woman in the field of mountaineering Santosh Yadav has a number of records to her credit She is today one of the few to have conquered the awesome peaks of the Mount Everest, Kanchenjunga, Fujiyama, Nukung and Sasakangri She grew more and more with her achievements over the years

Santosh Yadav's real journey to mountains started in 1989 when she got the first opportunity to join a nine-national international climbing camp cum expedition to Num-Kun area Among the 31 members she was the only woman She scaled the Mount White Needle (21, 653 ft) In the following year she was a member of the Indo-Taiwanese Saser Kangri-I (25,170 ft) Expedition She was one of the 18 summiteers and achieved the distinction of being the first woman in the world to scale the highest peak in Eastern Karakoram from the technically difficult West Face Route In recognition of her mountaineering potential she was appointed to the Indo-Tibetan Police Force in November 1990 In 1991 she was selected as a member of the Indo-Japanese Kanchenjunga (East Route) Expedition and then she was chosen to join the Indian Pre-Everest Expedition to Mt Kamet (25,446 ft) in which she remained in the forefront as a leading climber Thereafter she succeeded in climbing the neighbouring Mt Abi Ganmin (24,130 ft) peak In 1992 as a member of the Indian (ITBP) Mt Everest Expedition she made a substantial contribution from planning and preparation stage of the expedition to displaying a very high order of mountaineering skill, ability and grit Her performance during the actual climb beyond base camp was considered remarkable

Finally on May 12, 1992, she was proud to step on the summit of Mount Everest, flying the Indian tricolour flag high along with head constable Sange Sherpa and head constable Wangchuk Sherpa. The fourth member of the group Mohan Singh was in a bad state of health and she provided him with her oxygen. She was on the highest peak for about an hour and a half. Santosh Yadav felt great with mixed feelings of having achieved a feat of rare variety. She was also the youngest woman in the world to scale the Mount Everest until 1993. She was the first police officer to have achieved this distinction. Immediately after Everest expedition she was selected as the overall leader of the Indo-Japanese Women Expedition to scale a 22,764 ft high unscaled and unnamed peak in Garhwal Himalayas. This was her first expedition as a leader which was a big challenge. She reached the summit on August 18, 1992. The unnamed peak was named Mt. Saraswati.

In 1993 as the deputy leader of Indo-Napalese Women's Everest Expedition she achieved the rare distinction of becoming the first and the only woman in the world to climb Mt. Everest twice. She scaled Mt. Fujiyama Japan's highest peak on June 25, 1995. In February 1998 she led an expedition to the Andes mountains where her team hoisted the Indian flag at the top of Mt. Cancagua in Argentina on January 28, 1998 and did the country proud on its 50th year of independence. In March 1999 she led the "Millennium Indian Everest (Kangshung Face) Expedition-1999" and became the first Indian to lead successfully an expedition to Mount Everest from its most dangerous and nearly impossible route - "Kangshung Face".

Santosh Yadav left her police job to pursue and promote mountaineering to the fullest with all her energies devoted to this thrill and adventure sport. She is also promoting pilgrimage tours to Kailash and Mansarovar. She has already chalked out plans for visits to Muktinath Yatra, a 13-day Everest Panorama Trek and nine-day Sikhish Trek. Santosh Yadav feels that the only way to achieve life-time goals is to work very very hard and understand the worth of time and value this life. This is the message she would like to give to the youth of India.

* R K Bhatnagar, Adapted from 'Beyond the last blue mountain', Exclusive Interview to Education Times, April 16, 2001

Diana Eduljee



Taking Strike

Diana Eduljee was the former captain of India's women's cricket team. Diana Eduljee's cricketing began with the railways. She grew up playing cricket with a tennis ball in the railway colony where her father lived. After representing Maharashtra schools in table tennis, she moved into cricket at the time when women's cricket was just coming up in '1974' and she played in the inaugural series in '1975'. The following year she got a job with the railways and quit her studies for the job.

In 1978 Diana was appointed Captain and continued with this post till 1993. With 120 wickets Diana remains the highest wicket taker of the game and has been honoured several times. She received the Maharashtra Government Shiv Chatrapati award in 1978, the country's highest sports honour—the Arjuna Award in 1983. There was also a Diana Eduljee benefit match organised in recognition of her service to the game, a rare honour that even eludes many male cricketers.

Cricket for Diana was a full time career. According to a veteran cricket writer Raju Bharatan's assessment, Diana was "highly motivated and an achiever. A skilled bowler, she could compete with any man as far as fielding went".

Diana firmly believed that male and female cricket cannot be compared. Cricket cannot have a mixed doubles situation like badminton or tennis. She explains, "I can be an outstanding cricketer but cannot compete with the men. What men play is the brutal force, while women is grace and skill"

Besides many rough times, for Diana there were instances of her personal glory that were memorable. Diana spent 20 of her youthful years playing cricket for India. Later on she joined as a sports officer and supervises the administration of the sports department at Western Railway. She continued for a long time to be a part of the Indian Railways women's cricket team. According to her India missed the '1988 Women's World Cup' due to administrative problems. Through the thick and thin of women's cricket for Diana it has been a long journey.

Among the cricketing circles Diana was considered as the pioneer of women's cricket who set the standards for the game. Bharatan once said, "I would put Diana amongst the top three the game has had so far"

Popularity of men's cricket has led to the decline of other sport in India as felt by Diana Eduljee and other sports women. There is not much media attention given to women's cricket. There are not many sponsorships. If there is a men's cricket match the television coverage of women's cricket becomes a problem. Unlike men's cricket there is no public awareness when a woman is dropped from the team. It is the neglect of this game that distressed Diana. If BCCI takes woman cricket under its wings the game could improve. Diana wants to work for the upliftment of women's cricket in India to certain levels as it is in Australia and Newzealand and wants to change the mindset of general public and the media towards women's cricket in India.

Roopa Unnikrishnan



Roopa Unnikrishnan won a shooting gold in the Commonwealth Games. Roopa had to struggle a lot to come up for the game like shooting as it is an expensive sport. Even to get the ammunition itself was a struggle in itself as she once mentioned in one of the interviews with Shobha Warrier published online. She further mentioned that affording the cost of ammunition was a very difficult task as there is no support and she felt as if it was a drain on her parents. She went to Oxford with a scholarship and she spent it on books, travel and shooting and continued to pursue her passion of shooting. Roopa has done her M Phil in economic, history and MBA. She kept going with shooting as she loves the sport. Her name also appeared in the annual report of Oxford as a shooting star. "She is a good shooter" is the remark given to her. Shooting is a sport which needs regulations. In England she shot at least 20-24 matches but in India one can shoot only one major match a year, the nationals.

Roopa while at Oxford represented both the university and the country. She won lots of medals for the university. Oxford university supported Roopa to pursue her shooting where she was seen as an individual and was titled as 'Our Golden Girl' in one of the articles in the Oxford Mail. Roopa got a lot of support from her parents and friends from

the times she was in 12th standard in India. Roopa enjoyed as much shooting as much she enjoyed cooking even after her marriage and she says it is part of her personality. In her opinion if rich corporate houses adopt one national sports person, a great solid team would be ahead to represent India. Infact vernacular press was pretty good in covering her achievement in Commonwealth Games, as told by Roopa. Many Tamil magazines have written a lot of articles about her and she also received letters from people residing in Kancheepuram writing how inspiring it is to see a woman doing things like shooting. Those are the people who have not seen a gun in real life, other than in the movies. In her interview she mentioned that there is a need to know about people who despite adversities get some where.



Bhuvaneshwari Kumari



Bhuvaneshwari Kumari has not only excelled in shooting but made a greater mark in Squash-Rackets. She was born on September 1, 1960. She won the national squash championship for a record number of times i.e. 16 times in a row from 1977 to 1992.

Among the international championships won by Bhuvaneshwari Kumari are the Kenyan Open in 1988, 1989, Asian Squash Quarter-finalist in 1986, semi-finalist in 1990 and 1992, semi-finalist in Malaysian Open in 1983 and semi-finalist in Singapore Open in 1983.

Bhuvaneshwari Kumari won the Arjuna Award in 1982 and the Limca Book of Records award in 1992. She won Delhi, Bombay and Rajasthan Sports journalists awards and the Birla Foundation Award. She has won 59 titles.

Nilima Sarolkar Ponkshe



Nilima was born on October 21, 1957 and received the Arjuna Award in 1974. An all round athlete, good at sprints in athletics, cricket and hockey, Nilima Sarolkar took to Kho-Kho at the tender age of 13 and represented Madhya Pradesh.

Nilima is known for her powers of endurance having been known to remain in the court all the seven minutes, an achievement considered remarkable by experts in the game.

Sushma Sarolkar Golwalkar



Sushma Sarolkar Golwalkar was born on November 11, 1960 and received the Arjuna Award in 1981. She started playing Kho-Kho at the age of nine, and by the time she was 14 she had already taken part in the national level sports and won the Rani Jhansi Award.

Sushma who contributed greatly in Kho-Kho has been hailed as the best defender and the chaser in the game of Kho-Kho. Her versatility gave the game a new dimension. She graduated in chemistry by completing her M Sc degree and married Golwalkar.

In all Sushma obtained 13 gold, two silver and three bronze medals and had the distinction of captaining India in 1981.

Sushma is employed with the Bank of India in Indore and continues to provide training despite a tough schedule in the bank.

Nonita Lal Quereshi



Nonita Lal Quereshi is among the top golfers. Petite Nonita was born on August 23, 1960. A top sports woman, Nonita Lal took to golf in 1980 and was national title winner in 1985, 1988, 1991, 1992 and in 1993. She was also the runner up in 1986 and 1990. She has represented India in the Asia-Pacific contest since 1989, in Malaysia, Hong Kong and in Singapore since 1985. Nonita has won Selangor, Hong Kong, Singapore, Sri Lanka, Bangladesh, and Pakistan titles. She also won the game in Australia and in Germany. She is also the only Indian to qualify for the U S Teaching Federation.

Nonita is a permanent golfer at the Delhi Golf Club and is very happy to inspire and guide the aspiring women golfers. She likes to explain the intricacies of the game, bunkers and clearing tree tops to the younger players. She has organised many practical courses in golf.

Vandana Carvalho Nee Rao



Vandana born on April 21, 1963 was given the Arjuna Award in 1982 and Padma Shri in 1984 Vandana Rao distinguished herself in athletics and hockey She represented India in the 1982 and 1986 Asiads Vandana was in the team for Los Angeles and Seoul Olympics and took part in World Meet in Rome and World Cup She won a gold medal in Seoul Asia Vandana is a graceful player and now a devoted housewife

Ami Sunil Shah, Nee Ghia



Ami Shah is the most popular woman badminton player in India. She received the Arjuna Award in 1976. Ami has the most impressive record of national championship for over a period of 19 years starting from 1970 upto 1988. She had taken a gold in World Masters at Brisbane in 1974.

Ami Ghia won the national singles title seven times, the doubles 12 times and mixed doubles on four occasions. She has played in Russia, Pakistan, Hong Kong, Malaysia, China, England, Denmark, Sweden, Germany, Northern Ireland, Canada, Thailand, Indonesia, South Korea and Australia, thus covering almost the entire world.

Ami won a gold in the pre-commonwealth tournament in Brisbane in 1981, a bronze in Edmonton in 1978 and then a bronze in Asian women's team event in 1982. Semi-finalist in 1982 Swedish Open, bronze in Moscow Open, she was ranked seventh in the World Grand Prix.

Damayanti Tambe Nee Subedar



Born on May 2, 1948 Damayanti played in All England Open and represented the country in Commonwealth Games at Brisbane and captained India in Uber Cup. An Assistant Director with Jawaharlal Nehru University, she has a very high place in the world of Badminton.

Damayanti was given the Arjuna Award in 1970.

As coach she has gone to Thailand, Indonesia and Australia. She has served as an executive committee Member of the Badminton Association of India after her playing career of ten years from 1965 to 1975. She has owned 15 major titles from 1964-1970. She had played in Uber Cup in 1966, 1972, 1975 and 1980. Damayanti earned a Bronze in World Masters Games in Brisbane in 1994.



KAMALJIT SANDHU
(First Indian woman Athlete to win Gold Medal in Asian Games)



Indian National Records

Women

<i>Events</i>	<i>Performance</i>	<i>Name</i>	<i>Venue</i>	<i>Date</i>
100 M	11 39	P T Usha	Jakarta	26 9 85
200 M	23 27	P T Usha	Delhi	16 11 89
400 M	51 61	P T Usha	Canberra	6 10 85
800 M	1 59 85	Shiny Wilson	SAF, Madras	20 12 95
1500 M	4 12 10	Molly Chako	Lucknow	25 8 94
3000 M	9 06 42	Molly Chako	Hiroshima	11 10 94
5000 M	16 27 80	L Leelamma	Pune	9 11 95
1000 M	34 33 05	L Leelamma	Pune	8 11 95
10 Km Walk	48 10	Kabita Garari	Beijing	27 9 90
100 H	13 67	Debi Bose	Chennai	27 8 97
400 H	55 42	P T Usha	Los Angeles	8 8 84
High Jump	1 80	Bobby Alloysius	SAF, Madras	20 12 95
			Bangalore	24 12 97
Long Jump	6 30	Lekha Thomas	ATF, Jakarta	22 9 95
Triple Jump	13 26	Lekha Thomas	Pune	7 9 96
Shot Put	17 46	Harbans Kaur	Calcutta	28 11 97
Discuss	56 66	Neelam J Singh	Chennai	25 8 97
Javelin	53 08	Gurmit Kaur	New Delhi	24 1 96
Hammer	51 50	Surinderjit Kaur	Chennai	28 8 97
4 x 100 Relay	44 81	Indian Team	Hiroshima	16 10 94
4 x 400 Relay	3 31 55	Indian Team	Rome	5 9 93
Heptathlon	5361	B N Sumavathi	Bangalore	23/24 12 97
Marathon	2 38 9 30	Satyabhama	SAF, Madras	21 12 95

Source: Cenbosec (Special Issue), Competitive Sports Programme, 1997-98

Asian Records

Women

<i>Events</i>	<i>Performance</i>	<i>Name</i>	<i>Country</i>	<i>Venue</i>	<i>Date</i>
100 M	11 02	Liu Xiaomei	CHN	Beijing	8 9 93
200 M	22 53	Du Xijie	CHN	Fukuoka	30 8 95
400 M	49 81	Ma Yuqing	CHN	Beijing	11 9 93
800 M	1 55 54	Liu Dong	CHN	Beijing	9 9 93
1500 M	3 50 46	Qu Yunxia	CHN	Beijing	11 9 93
3000 M	8 06 11	Wang Junxia	CHN	Beijing	13 9 93
5000 M	14 45 90	Jiang Bo	CHN	Nanjing	24 10 95
10000 M	29 31 78	Wang Junxia	CHN	Beijing	8 9 93
Marathon	2 24 07	Wang Junxia	CHN	Tianjin	4 4 93
100 MH	12 44	Olga Shushigina	KZK	Luzern	27 6 95
400 MH	53 96	Han Qing	CHN	Beijing	9 9 93
High Jump	1 97	Jin Ling	CHN	Hamamatsu	7 5 89
	1 97	Svetlana Zalevskaya	KZK	Pierre-Benite	14 6 96
Pole Vault	4 33	Cai Weiyao	CHN	Shenzhen	5 10 96
Long Jump	7 01	Yao Wei	CHN	Jinan	6 6 93
Triple Jump	14 66	Ren Ruiping	CHN	Hiroshima	30 4 97
Shot Put	21 76	Li Meisu	CHN	Shijiazhuang	23 4 88
Discus	71 68	Xiao Yanling	CHN	Beijing	14 3 92
Hammer	61 20	Aya Suzuki	JPN	Wakayama	30 4 89
Javelin	70 42	Zhang Li	CHN	Tianjin	6 8 90
Heptathlon	6942	Ghada Shouaa	SYR	Gotzis	26 5 96
4x100 M Relay	43 16	Xiao, Tian Huang, Qu	CHN	Beijing	11 9 93
4x400 M Relay	3 24 28	An, Bai, Cao, Ma	CHN	Beijing	11 9 93
1000 M Walk	42 30 13	Gao Hong Miao	CHN	Nanjing	24 10 95

Source Cenbosec (Special Issue), Competitive Sports Programme, 1997-98

IAAF World Junior Records

as at 7 January, 1998

Women

Events	Performance		Name		Country	Venue	Date
100 m	10 89	1 8	Katrin Krabbe	69	GDR	Berlin	20 7 88
200 m	22 19	1 5	Natalya Bochina	62	URS	Moskva	30 7 80
400 m	49 42		Grit Breuer	72	GER	Tokyo	27 8 91
800 m	1 57 18		Wang Yuan	76	CHN	Beijing	8 9 93
1500 m	3 51 34		Lang Yinglai	79	CHN	Shanghai	18 10 97
3000 m	8 36 45		MA Ningning	76	CHN	Beijing	6.6 93
5000 m	14 45 90		Jiang Bo	77	CHN	Nanjing	24 10 95
10000 m	30,39 41		Lan Lixin	79	CHN	Shanghai	19 10 87
100 m Hurdles	12 84	1 5	Ahuska Lopez	69	CUB	Zagreb	16 7.87
400 m Hurdles	54 54*		Peng Yinghua	79	CHN	Shanghai	22 10 97
High Jump	2 01		Helke Balck	70	GDR	Karl Marx-Stadt	18 6 89
Pole Vault	4 17		Vala Flisadottir	78	ISL	Bordeaux	28 9 96
Long Jump	6 98	1 1	Heike Daute	64	GDR	Potsdam	18 8 82
Triple Jump	14 62	1 0	Tereza Marinova	77	BUL	Sydney	25 8 96
Shot Put	20 54		Astrid Kumbernuss	70	GDR	Ormatitla	1 7 89
Discus	74 40		Ilke Wyludda	69	GDR	Berlin	13 9 88
Hammer	65 48		Mihaela Melinte	75	ROM	Bucharest	26 2 94
Javelin	71 88		Antoaneta Todorova	63	BUL	Zagreb	15 8 81
Heptathlon	6465		Sybilke Thiele (13 49, 1 90, 14 62, 24 07, 6 65, 36 22, 2,18 36)	65	GDR	Schwechat	27/28 8 83
5000 m Walk	20 31 4		Irina Stankova	77	RUS	Adler	10 2 96
4x100 m Relay	43 48		(Grit Breuer, Katrin Krabbe, Diana Dietz, Katrin Hanke)		GDR	Sudbury	31 7 88
4x400 m Relay	3 28 39		(Manuela Derr, Stephanie Fabert, Anke, Wohlk, Grit Breuer)		GDR	Sudbury	31 7 88

Source: Cenbosec (Special Issue), Competitive Sports Programme, 1997-98

Progress of Women Participants and Events in Olympic Games*

<i>Year</i>	<i>Number of participants</i>	<i>Percentage of women compared with men</i>	<i>Number of events</i>	<i>Place of Olympics</i>
1896	0	—	0	Athens
1900	12	0.8	3	Paris
1904	8	1.3	3	St. Louis
1908	43	2.1	5	London
1912	55	2.2	6	Stockholm
1920	76	2.9	11	Antwerp
1924	136	4.4	11	Paris
1928	290	9.6	14	Amsterdam
1932	127	9.0	14	Los Angeles
1936	328	8.1	15	Berlin
1948	385	9.4	19	London
1952	518	10.5	25	Helsinki
1956	384	11.5	26	Stockholm
1960	610	11.4	29	Rome
1964	683	13.3	33	Tokyo
1968	781	14.1	39	Mexico city
1972	1299	17.7	43	Munich
1976	1261	20.6	49	Montreal
1980	1247	21.2	50	Moscow
1984	1320	22.0	51	Los Angeles
1988	1270	22.8	51	Seoul
1992	1310	23.2	51	Barcelona
1996	—	—	—	Atlanta

*Source: Beyond the Threshold Indian Women on the Move, Eds., Yashoda Bhatt, C N Mangla, B R. Publishing Corporation, Delhi, p. 307



ARATI SAHA
(First Indian woman to swim across the English Channel)



Arjuna Award (Women)

Archery

1981 Krishna Das

Athletics

1963 Stephanie D'Souza
1968 Manjit Walia
1975 V Anusuya Bai
1976 Geeta Zutshi
1978 Angel Mary Joseph
1982 M D Valasamma
1983 P T Usha
1984 Shiny K Abraham
1985 Asha Aggarwal
1986 Suman Rawat
1987 Vandana Shanbagh
1988 Ashwini Nachappa

Badminton

1962 Meena Shah
1970 Damayanti V Tambay
1971 Shobha Moorthy
1976 Ami Ghia
1977-78 Kanwal Thakur Singh
1982 Madhumita Goswami

Basket Ball

1983 Suman Sharma

Ball Badminton

1972 Jayamma Srinivasan

Chess

1981 Rohini Khadilkar
1984 Praveen Mohadeo Thipsy
1987 Bhagyashree Sathe

Cricket

1976	Shanta Rangaswamy
1983	Diana Edulji
1985	Shubhangi Kulkarni
1986	Sandhya Agarwal

Cycling

1979	Minati Mohapatra
1983	Armin Rohinton

Foot Ball

1983	Shanti Mullick
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Golf

1972	Anjali N Desai
1977-78	Sita Rawley

Gymnastics

1985	Sunita Sharma
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Hockey

1961	Ann Lumsden
1965	Elvera Britto
1966	Sunita Puri
1973	De Otilia Masarenha
1974	Ajinder Kaur
1975	Rupa Aini
1977-78	Lorraine Luna Fernande
1979-80	Rekha B Mundphan
1980-81	Eliza Nelson
1981	Varsha Soni
1984	Rajbir Kaur
1985	Prem Maya Sohri

Kabaddi

1978-79	Shakuntala Pandharinath Khatavkar
1981	Monika Nath
1986	Rama Sarkar

Kho Kho

1971	Achla Suberao Devise
1973	Bhavana Husmukalal Parikh
1974	Nilima Chandrakant Sarolkar
1975	Usha Vasant Nagarkar
1981	Sushma Sarolkar, Veena Narayan Parab
1985	Surekha Bhagwan
1985-86	Surekha Kulkarni

Lawn Tennis

1978-79	Nirupama Mankad
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Shooting

1968	Princess Rajyashree Kumari of Bikaner
1969	Bhuvaneshwari Kumari
1985	Soma Dutta

Squash Rackets

1982	Bhuvaneshwari Kumari
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Swimming

1966	Rima Datta
1974	Manjari Bhuargava (Diving)
1975	Smita Desai
1982	Persis Modan
1988	Anita Sood

Table Tennis

1966	Usha Sundarraj
1971	Kaity Farrokh Khodaji
1976	Shailaja Salokhe
1979-80	Indu Puri

Volley Ball

1973	G Mulini Reddy
1975	K C Elamma
1984	Sally Joseph

Weight Lifting

1994	Malleswari
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***Source** Beyond the Threshold Indian Women on the Move, Eds , Yashoda Bhatt,
C N Mangla, B R. Publishing Corporation, Delhi

Value of Time*

To realise the value of one year, ask a student who failed a grade

To realise the value of one month, ask a mother who gave birth to a premature baby

To realise the value of one week, ask the editor of a weekly newspaper

To realise the value of one hour, ask the lovers who are waiting to meet

To realise the value of one minute, ask a person who missed the train

To realise the value of one second, ask a person who avoided an accident

To realise the value of one millisecond, ask the person who won a silver medal in the Olympics

* Annual Report, 2000-2001, Youth Affairs and Sports Department, Government of India



